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ABSTRACT

Eight social studies educators from various African countries completed their masters degrees in education from the Indiana University School of Education during the 1990-91 school year. This report describes the program, including the selection process, the master of science in education program, specialized courses, social studies organizations, personnel, support services, textbooks, computer literacy, academic success, and closing ceremonies. Issues relating to acculturation are discussed and feature the topics setting, orientation, liaisons, housing, stipend, participant income tax, Moore Foundation Grant, transportation, health, health insurance, field trips, international center, African Student Association, religion, friendships, informal group gatherings, re-entry session, and departure period. An evaluation of the program is offered and recommendations made. Some 29 appendices concerning various aspects of the program are included. (DB)

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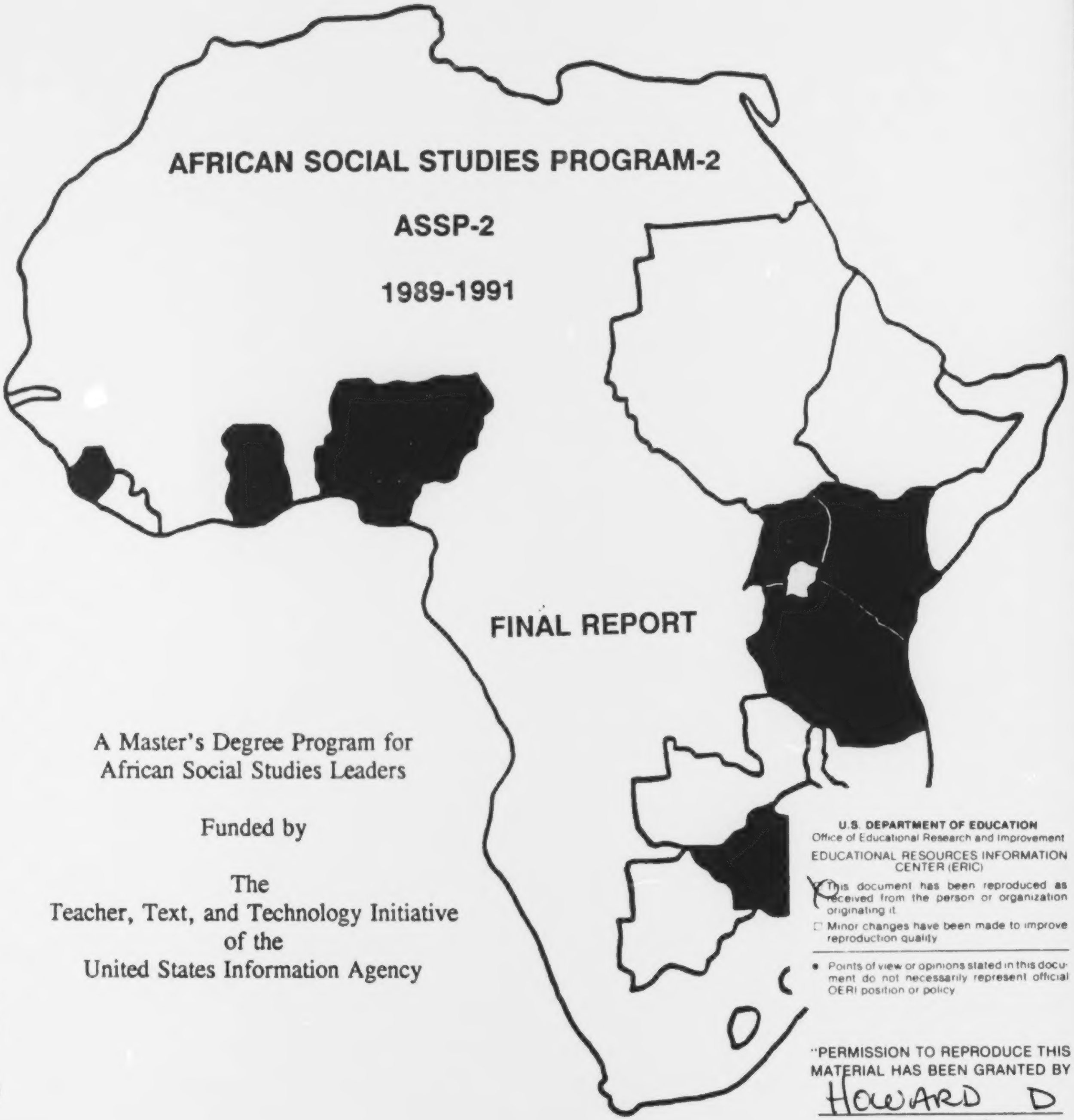

AFRICAN SOCIAL STUDIES PROGRAM-2

ASSP-2

1989-1991

FINAL REPORT

A Master's Degree Program for
African Social Studies Leaders

Funded by

The
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of the
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African Social Studies Program-2

ASSP-2

FINAL REPORT

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I. BRIEF HISTORY

In March, 1985, the Board of Directors of the African Social Studies Programme (ASSP) approved a long-term development plan aimed at improving the quality of social studies instruction in schools of its 17 member nations. A key part of the development plan was to strengthen the academic preparation of current and future social studies leaders in each of the member countries. Dr. Peter Muyanda-Mutebi, Executive Director of the ASSP, was asked to make contact with one or more American universities to explore any interest they might have in providing graduate training in social studies for its leaders.

In fall, 1985, Dr. Muyanda-Mutebi visited Indiana University (IU) to discuss his organization's desire to establish a close working relationship with an American university. He chose IU for two main reasons: 1) IU is known as a leading center for social studies instruction in the United States (US); it has a prominent graduate studies program, and its Social Studies Development Center (SSDC) has been a leader in social studies innovation for years; 2) many of the social studies faculty have had considerable international experience, and a substantial number of international students have earned master's and doctoral degrees in the IU Social Studies Program. IU also has a world renowned, federally-funded African Studies Program. Therefore, African students studying on the IU campus could be assured that there are many faculty and students there who understand and appreciate African culture. Dr. Muyanda-Mutebi met with Howard Mehlinger, who was then Dean of the School of Education, and formerly director of the SSDC, and one of his graduate students, Merry Merryfield, who was pursuing dissertation research on African social studies. As a result of the meeting, it was agreed that Indiana University would establish a special program to assist the ASSP meet its goals.

In February, 1986, IU, together with the ASSP, submitted a major proposal to the United States Information Agency (USIA). This proposal set forth a five-year plan to achieve ASSP's goals. The proposal sought funds to support 51 African social studies educators who would pursue graduate study through the master's degree at IU. These 51 students would come in three waves of 17 students each during the five-year period. The proposal also called for follow-up regional workshops to be held in the member African countries, directed in part by those who had earned master's degrees at IU, and assisted by the faculty of the IU program. It was expected that over the five-year period as many as nine workshops would be held. These would reach hundreds of African social studies teachers.

USIA was unable to make a commitment to fund the entire program. Instead, USIA suggested that we begin with a summer workshop. Therefore, in 1987, IU hosted an eight-week summer workshop for 25 African social studies leaders. For the most part, these were individuals who already occupied senior positions in social studies education in their countries. To some degree, they were the founders of social studies education in Africa. The workshop was judged to be very successful. One of the recommendations made by the workshop participants was to launch a series of full master's degree programs for young African educators. (See final report of summer program, Strengthening Social Studies Education in Africa, Indiana University, August 1987).

The first program, African Social Studies Program-1 (ASSP-1), was conducted during 1988-89 with moderate success. Twelve participants, eight men and four women, were invited from 11 countries. One man soon returned to his home country because the program was not what he had expected. The other 11 finished their master's degrees. ASSP-1 offered the Master of Arts in Teaching (M.A.T.) degree through the Graduate School, although one man enrolled in the School of Education's Master of Science in Education (M.S. in Ed.) degree. Although neither degree is perfectly designed for ASSP participants, the M.S. in Ed. turned out to be more congruent with project goals and was recommended for possible future programs. (For full details, see African Social Studies Program-1, ASSP-1, 1988-89 Final Report, Indiana University, June 1991).

USIA assessed ASSP-1 favorably; therefore, IU was invited in April, 1989, to submit a proposal for funding a second program -- African Social Studies Program-2 (ASSP-2). Over a period of 13 months, eight participants would complete the 36 credits necessary to receive an M.S. in Ed. degree in social studies from the IU School of Education. (See Appendix A for a copy of invitation letter.) The proposal was developed and submitted to USIA in May, 1989. (See Appendix B for a copy of that proposal.)

II. DESCRIPTION OF PROGRAM

Introduction. As with ASSP-1, the purpose of this project was to offer a graduate level program for social studies specialists from the 17 member countries of the African Social and Environmental Studies Programme (ASESP, formerly known as ASSP). Prospective participants would already occupy positions of leadership in their respective countries and could offer extraordinary leadership in their countries following the completion of their degrees.

The program was based upon the assumption that these professionals could take advantage of an intense academic program that would enable them to increase their knowledge of different social science disciplines including, but not limited to, their own specialty (e.g., history, geography, political science, sociology). At the same time, they would study the nature and pedagogy of integrated "social studies" as well as the design and development of curriculum materials to support social studies instruction in the primary and secondary schools of their respective countries. It was assumed that the participants would take all of their social science courses and some education courses together with other American and international students; however, special social studies courses and experiences would be designed that were exclusive to the participants. The result would be that each participant would have a unique experience as well as a shared one. All would return to their homes with a greater understanding of and skill in providing social studies leadership.

It was originally planned that the program would extend over an entire year, beginning with the fall semester of 1989 and concluding with the final summer session in 1990. However, because the selection process requires so much time (four to six months from start to finish), by the time the proposal was fully accepted for funding in late summer 1989, the participants could not begin classes until January, 1990. Once the selection began, however, it became evident that this date did not allow enough time to complete the admission process. Consequently, the date for participant arrival was changed to mid-April, 1990; the participants began classes with Summer Session I in early May. (See Appendix C for ASSP-2 timeline.)

By completing a total of 36 credit hours, the equivalent of 12 semester-long courses, each participant would earn a master's degree. In addition to the intensive academic program, the participants would be afforded a unique glimpse into American social, political, and academic culture. Special field trips, cultural events, home stays, and other activities were designed to enrich and extend their year in the US.

Selection Process. The selection process began in September, 1989. USIA notified each of the United States Information Service (USIS) posts by telegram when the program was officially funded and asked them to nominate candidates for participation in the program. ASESP headquarters was notified that the project was funded and invited to make information known to country coordinators so that they too could nominate candidates. The IU project personnel assembled, and sent to the posts, a comprehensive package containing background information and an application for admission to graduate study in the School of Education. (See Appendix D for a selection of information sent from IU to the USIS posts.)

This package was an improvement over what we had provided for ASSP-1 participants. The "Candidate Profile Guidelines" made more clear the type of people who would best match program goals and be able to utilize the program to the greatest personal and professional benefit. The "Master of Science Degree" outline was explicit about the type and number of courses offered by the M.S. in Ed. degree program at IU. The primary purpose of these information sheets was to limit candidates to those who were or wished to become social studies educators, rather than social science specialists. The background information section was completed with general information about the ASSP-2 program, IU-Bloomington campus, and School of Education.

The IU "International Application for Admission," was modified somewhat because the eight eventual participants would be applying and be fully supported as a group. This form was accompanied by information that explained various items of the application, application deadlines, and student visa information.

By the November 1, 1989 application deadline, only a few applications had arrived. Some of those were incomplete, lacking either transcripts or letters of recommendation; others were missing information as a result of candidate error. Numerous USIS posts sent telegrams requesting deadline extensions. They argued that a period of 16 weeks from program announcement to application deadline across the Atlantic Ocean, was not realistic. It did not allow time for announcing the competition, distributing applications in-country, interviewing candidates for local pre-screening, gathering all of the relevant application documents, and sending them safely to IU. Thus, we decided to extend the application deadline to February, 1991, with program orientation in April and start of classes in May.

The deadline extension was clearly beneficial to everyone and to the program itself. There was a greater number of candidates from more countries than was the case for ASSP-1. Candidates who had missed or misinterpreted sections had time to correct them. One country initially sent applications for two candidates, both of whom already had earned master's degrees; there was time for that country to identify a third and eligible candidate. There was also time to raise questions about candidates' qualifications and verify them. In short, the selection process was greatly improved over the prior period and, as a result, so was the quality of the participants selected. The total selection process required six months -- September to March.

One more problem occurred midway in the selection process. Early in 1990, the project was informed that each participant would have to pay income tax on an amount of "income" equal to the value of the ASSP-2 scholarship, minus expenses for tuition, textbooks, and school supplies. Because the project had not budgeted for income tax payments and the participants had no funds to pay taxes, it was necessary to drop the number of participant openings from eight to seven. It was a classic case of "robbing Peter to pay Paul" as money was subtracted from the Federal grant to pay the Federal government.

The final selection was made by four IU representatives: James Haas, Director of International Admissions; Christine Bennett, Faculty Advisor for all M.S. in Ed. (social studies) degree programs; Howard Mehlinger, Project Director; and Deborah Hutton, Project Co-Director and Training Coordinator. They scrutinized each application according to whether it appeared likely that the candidate could successful complete an M.S. in Ed. degree (see description in next section) at IU. They looked for evidence of ability in English and a record of prior academic achievement. Each participant was expected to complete an essay as to why he/she wished to participate in the program and what advantage he/she could gain from it. Therefore, the individual's statement of purpose was also given consideration as well as recommendations by country posts.

The selection committee attempted to select seven people who would represent seven different countries, thereby spreading the participation as widely as possible among ASESP member countries. The final selection included three women and four men, ranging in age from 37 to 54. Their names and the countries represented were: Comfort Akorli, Ghana; Conrad Kuona, Zimbabwe; Henrison Lajaku-Williams, Sierra Leone; Illuminata Mosha, Tanzania; Abdullahi Salihu, Nigeria; Abigail Sanya, Kenya; and Martin Yiga-Matovu, Uganda. (See Appendix E for participant information.)

Airline tickets were bought by IU and sent to the participants in Africa. Ticket purchase could not begin until specific names and locations were confirmed. Information packets were withheld until tickets were ready to be sent. With only a month between initial selection announcements and expected arrival at IU, there was too little time for these processes to work. One participant never received his packet; his embassy bought him a ticket in order that he would arrive on time. Another participant traveled 600 miles to his capitol city for a preliminary embassy visit, only to learn that he had to depart for IU immediately, with no good-byes to family and no luggage except his briefcase! In future projects, the length of time between selection announcement and time of arrival should be increased to at least two months. This would allow a total of eight months from proposal acceptance to arrival of participants on the US campus. In addition, each in-country embassy should buy an open return ticket for its respective participant, to be reimbursed by the project.

Master of Science Degree in Education (Social Studies). All of the ASSP-2 participants were enrolled in the Master of Science Degree in Education (M.S. in Ed.) focusing on integrated social studies education. This degree program has specific requirements that were adjusted slightly, with permission of the social studies faculty, to accommodate ASSP-2 participants. Basically, the program consists of 12 courses -- three in general education, four in social studies education, two practica in social studies education, and three in history and/or social science disciplines (anthropology, economics, geography, political science, psychology, and sociology).[1]

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[1] Regarding the M.S. in Ed. degree program and courses, information was complex and the speed by which choices had to be made was fast. Therefore, we facilitated communications to and decision-making by the participants by reducing all relevant information and/or choices to simple, clear forms to be filled in, such as the M.S. in Ed. Programmer Planner or M.S. in Ed. Course Timetable forms.

To encourage the breadth of knowledge and skills reflected by the integrated social studies field, each history/social science course had to be in a different department; only one course could be in the department in which a participant had already specialized in undergraduate studies. Early in the program, the group made a formal request to replace one of these three required courses with an "undesignated elective." Some participants wanted to take a second "education foundations" course; others wanted to enroll in a comprehensive computer course. This change was agreed to by the social studies faculty. Unfortunately, this decreased the history/social science component to only two courses. In a future project, the degree program might be more appropriately altered as follows: Retain the six social studies courses (four classes -- S501, S502, E547 or S519, and M514 -- and two practica); decrease the general education courses from three to two -- J500 and a foundations/inquiry skills elective; retain the three history/social science electives; and add one undesignated elective.

When they examined the degree program outline, the participants were very disappointed and frustrated by the general lack of choice. Choice would have existed, in a number of instances, if the participants had had two or three years to wait for their choices to be taught in the rotation of courses. Unfortunately, with only one year in which to complete the entire degree, the participants had to take the courses that were offered while they were here.

Making the change from the Master of Arts in Teaching (M.A.T.) degree, which was the primary ASSP-1 degree, to ASSP-2's M.S. in Ed. degree program was a wise choice. The M.S. in Ed. program provided the concentrated training in integrated social studies and curriculum development required by African social studies educators and leaders, while at the same time providing limited exposure to a variety of history/social sciences. The M.S. in Ed. program was also able to accommodate, to some degree, the broad range of individual interests represented by the participants. (See Appendix F for M.S. in Ed. program outline, a list of all courses taken by participants, M.S. in Ed. program planner form, and M.S. in Ed. course timetable form.)

Specialized Courses. Beyond the social studies and curriculum development courses offered in the School of Education to all graduate students, the ASSP-2 participants were enrolled in four courses specially designed to strengthen their understanding and teaching of integrated social studies in the African context -- S501: Seminar for Social Studies Teachers I; S502: Seminar for Social Studies Teachers II; and two M680 the rotation of courses. Unfortunately, with only one year in which to complete the entire degree, the participants had to take the courses that were offered while they were here.

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S501 -- Seminar for Social Studies Teachers I -- was offered during the fall semester. The purpose of this course was to introduce the participants broadly to the nature of integrated social studies as a recognized field of study in education. We devoted a considerable amount of attention to the purpose social studies serves in American schools and the intellectual problems confronted in defining, describing, and teaching integrated social studies. The participants were asked to link American views about social studies to the problems they confront in their own countries.

Participants were introduced to writings by leading American and international social studies experts and conflicting opinions about the purpose of the social studies. Each participant was given (bought by the project) a basic social studies reference library made up of the key books, texts, journals, and photocopied articles and chapters of the social studies field. Throughout the course, we required participants to refer to different items of their "library," even if briefly, so as to be familiar with its contents for use upon returning to their home countries. In addition, members of the IU faculty, as well as those from other universities, were invited to the seminar to present key topics in social studies education and to discuss their opinions and ideas with the participants.

Three required papers were designed to challenge the participants' academic skills at the graduate level, to channel their knowledge in three social studies areas, and to provide a wide scope of choice for participants to individualize their inquiries. All papers were shared with the entire group in order to increase the participants' knowledge. We designed the final, written exam to provide participants with an opportunity to combine their knowledge of integrated social studies acquired over the semester with their understanding of the national development and education needs of their respective home countries. In every way possible, we sought to focus participants' attention on what social studies means in the US and what it could mean if adopted in African countries. (See Appendix G for the syllabus and related materials, including textbook list, paper (three) requirements, and final exam, for S501.)

S502 -- Seminar for Social Studies Teachers II -- built upon the prior semester by engaging the participants in the design and development of a social studies handbook which could be used in the regional workshops that were part of the original ASESP proposal and are now part of the near future plans of the ASESP.

In this seminar, the participants actually "did" curriculum development, beyond simply studying models and theories and listening to guest lectures.

Early in the semester, the participants defined the audience, purpose, and parameters of the handbook. Then the group outlined a very specific table of contents. During a full-day "retreat," modeled after similar ventures in the US, participants struggled with and applied their newly acquired knowledge and understandings of integrated social studies.

By the end of the retreat, each participant had chosen to be the author of one handbook chapter. Throughout the rest of the semester, the group reconvened periodically to review the progress and content of each chapter. Eventually, each chapter was submitted in final form to be graded for the course, but also to be published, with other contributions, as part of a useful handbook for African social studies workshops. (See Appendix H for syllabus and related materials, including publication notes from the retreat, for S502.)

One ASSP-2 participant, Comfort Akorli, had also participated in the summer pilot program in 1987. She received credit for the two courses offered in the summer program -- M514: Workshop in Social Studies and J638: Curriculum/Instruction Practicum -- in place of S501 and S502. Comfort was persuaded, however, to participate fully in both seminars because she was the most senior and experienced member of the group and had much to contribute to the discussions.

M680 -- Internship, Social Studies Education -- was a practicum course that the participants took during both academic-year semesters. The social studies faculty allowed the project a great deal of flexibility in designing M680 for these particular students. Basically, the participants visited schools and classrooms, met teachers, and observed social studies in practice.

Some trips were created for the group as a whole. Other visits were arranged for one or more individual participants around specific interests. For example, six spent a weekend at an environmental education conference at a YMCA camp/nature center in Ohio; three of them met with social studies educators in Kentucky; one examined the teaching of geography skills in a school for the blind; and one interned for an entire semester with a professor teaching a unique undergraduate course focusing on social studies for democratic values.

After each practicum experience, we required each of the involved participants to submit a 3-5 page report that had three components -- description, analysis/critique, and application (or not) to one's home country. The report could be designed in a form to be presented upon returning home, something most participants planned to do.

The two practica proved to be valuable. They allowed for a wide range of experiences, not just of social studies, but of the American education system and culture as a whole. They also, unintentionally, provided opportunities for field trips and relief from the normal academic rigors. At the same time, the practica sometimes required large amounts of time, not easy to find in the midst of a graduate degree program. The individualization of the practica also created an enormous amount of work for the ASSP-2 personnel.

Social Studies Organizations. In addition to the formal coursework related to social studies, we encouraged the participants to be active in two professional associations, one national, the other statewide. Participants were provided memberships in the National Council for the Social Studies (NCSS) and the Indiana Council for the Social Studies (ICSS) (donated by each organization). These memberships included receipt of a year's subscription to Social Education and the International Journal of Social Education.

They also presented programs at both annual conventions. At the NCSS meeting in Anaheim, California, in November, 1990, they made three presentations: "African Educators Discuss Social Studies as Citizenship

Education in Their Countries," "Showcase: Africa," and "The Changing Roles of Women in Africa" (the women participants only). (See Appendix I for NCSS presentation materials.) At the ICSS meeting, held here in Bloomington in April, 1991, they made one presentation titled "African Realities: A Telescopic View." (See Appendix J for ICSS presentation materials.)

The group prepared handouts and visuals for all four presentations; their programs were enthusiastically received. At both conferences, the participants had the opportunity to meet and converse with social studies leaders. From each meeting, the participants returned home laden with valuable and free materials obtained from the exhibitors. These meetings served to solidify the perspectives of the participants, not just as students, but as members of the social studies profession.

Personnel. The personnel of ASSP-2 consisted of the Project Director, Howard Mehlinger; Co-Director, Peter Muyanda-Mutebi; Co-Director and Training Coordinator, Deborah Hutton; Project Assistant, Nancy Gordon; Project Clerk, Laura Trimpe; and Liaison Person, Joseph Asmah. Mehlinger devoted 10% of his total budgeted time to the project; his 10% was contributed by the University. Muyanda-Mutebi also contributed approximately 10% of his time to the project. Hutton was budgeted for 50% of her time, although the duties far exceeded that proportion.

The assistant was also budgeted at half-time rates and the liaison at quarter-time rates. A new addition to ASSP personnel from the first to second program was the clerk position, budgeted at quarter-time rates. For all three positions, the budgeted time was inadequate for project needs. (See Appendix K for personnel duties and bio-data.)

In addition to these people, there were many individuals who also contributed to the program, but who do not appear in the program description. They include individuals from the International Center, the Director and Associate Director of the African Studies Program at IU (see Appendix L for the Africa Today Workshop, co-sponsored by the African Studies Program), staff of the Learning Skills Center, Writing Center, and Black Culture Center, staff of the Social Studies Development Center, staff of Phi Delta Kappa International, and various faculty members who contributed time beyond that usually accorded to graduate students and tailored their courses in order to give specialized attention to the ASSP-2 participants. In short, the human resources provided by IU to the seven participants exceeded that provided by the formal program budget.

Support Services. Here are descriptions of six IU support services and how they were used to assist the ASSP-2 participants:

-- International Center. The Center is a place where all national holidays and cultures are celebrated. It has a loan service for household items and provides valuable seminars, information, and entertainment for interested international students. It also provides special welcoming and graduate receptions for international students.

-- Learning Skills Center. This Center exits for both graduate and undergraduate students to receive group, person-to-person, or computer-assisted instruction in topics such as time management, textbook and lecture notetaking, objective test-taking, and research paper organization. These services are free and open to all.

-- Writing Center. Also free and available to all students via an appointment, this center provides individual help with the writing and organization of research papers. It is not an editing service, but works with the student's ideas. A written report is sent after each session to the professor who assigned the paper in question.

-- Black Culture Center. This center provides individual tutoring in any subject, to any student, at any level, and of any race. The service is provided on a first-come, first-served basis and is free.

-- Social Studies Curriculum Resource Center. This center has one of the largest collections of social studies resource materials in the country. It includes copies of most-used, current, pre-collegiate textbooks, games, audio visuals, reference books, varied curriculum materials and kits, and related journals of all kinds. The ASSP-2 participants had full access to the entire collection.

-- Main Library African Area Studies Section. This library section houses copies of all major research and reference books about Africa. It also includes related journals and even a collection of "fugitive" literature. The African Area Studies Specialist, who is in charge of this section, made a special effort to ensure the best use of these materials by the ASSP-2 participants.

Textbooks. For courses other than S501 and S502, we gave each participant a textbook allowance, $51 per course. If any money were left over, it could be used for school supplies, typewriting services, or the endless, but necessary, photocopying. This was generally adequate; however, the cost of textbooks is very expensive and always rising.

For S501 and S502, in a change from ASSP-1 policy, we arranged to buy all of the textbooks and journals, and ordered copies of articles and chapters for the ASSP-2 participants. The items were given to them as a basic social studies and curriculum library. Each "library" was considered to be a gift from USIA and the project to the participant and his/her respective country. We also arranged to send the "libraries" back to Africa.

Computer Literacy. Computer literacy was mandatory for the ASSP-2 participants. Training began in the orientation with a one-time, three-hour session called "Jump Start." This program provides basic information about the operation of a computer so that the student can immediately type a research paper, edit it, and print it. Participants left the session with a floppy disk and clear, concise guidebook; they could repeat the course, free, as many times as they wished.

As with any group, some were faster at acquiring skills than others. We observed that participants in this group worked hard to help each other. Two participants bought their own computers; three of them enrolled in the computer literacy course for graduate students. Because all professors require typed papers from graduate students, typing services have become increasingly expensive; in addition, professors now communicate class information directly to students via computers; thus, it is mandatory that all future ASSP participants have early, concentrated, and repetitive computer training.

Academic Success. The program began with seven participants in April, 1990. All seven completed the M.S. in Ed. degree program and returned to Africa in May, 1991. One participant graduated with a B+ average, five with A- averages, and one with an A average -- a perfect 4.0 Grade Point Average (GPA) on a 4.0 scale. (See Appendix M for participants' graduating Grade Point Averages (GPA).)

After harsh lessons learned from the ASSP-1 group, the ASSP-2 participants made certain that all outstanding personal bills were paid. As a result, all will receive their diplomas from IU.

The tremendous academic success of the ASSP-2 participants has at least three major sources. First, ASESP, the countries, and the USIS posts did an excellent job of recruiting candidates for the program. Second, many people at IU devoted considerable attention to make certain that work was finished on time and to an acceptable degree of competence. Third, and most important, this group of participants consistently worked with rare diligence, devotion, concentration, and ability, both individually and as a group. They are a credit to themselves, their countries, and every organization with which they are associated.

Closing Ceremonies. The participants participated in two major closing events. On Saturday, May 4, 1991, the day after the final exam day, all of the participants took part in the main IU Commencement program of the year on the Bloomington campus. This is a formal event which takes place outdoors in the football stadium. With all of the usual graduation glitter, including caps, gowns, and M.S. in Ed. degree hoods for ASSP-2 participants, it was an event to remember.

We planned an ASSP-2 graduation banquet for Sunday, May 5. In the most elegant room of the Student Union building, with piano, candlelight, and flowers, the ASSP-2 participants, staff, and a small number of guests dined, made speeches, and celebrated the participants' accomplishments. Each participant was given a project diploma (as distinct from the IU degree diploma) (see Appendix N), a group photograph (see Appendix O), and a project tee-shirt (see Appendix P). It was a festive occasion and a fitting conclusion to a year of academic rigor.

III. ISSUES RELATING TO ACCULTURATION

Setting. The seven African participants not only had to struggle with an intense and unfamiliar academic program, they also had to deal with unfamiliar cultural settings. The IU-Bloomington campus has nearly 34,000 students in a small mid-western town atmosphere. While there are nearly 2,000 international students on the IU campus, nonetheless, each participant, in one way or another, had to cope with some degree of culture shock. Attempts were made to deal with this in several ways.

Orientation. From the experiences with the ASSP-1 participants, we decided that the orientation could not focus solely on academics. It also had to address culture shock to different American norms, the value of money, the humidity of the local climate, the use of technology everywhere one turns, the huge number of students, the fast pace of graduate academic work, and the sparseness of a small dormitory room, beyond being far away from family, job, and familiar surroundings.

The orientation involved a wide variety of topics. Academic sessions included M.S. in Ed. program advising, the computer "Jump Start" program, how to write a graduate level paper, a practice registration, and a tour of all support centers. In a less academic vein, we spent an entire day travelling around Bloomington in a van discussing, among many practical topics, money matters, comparative shopping, clothing norms, restaurant food and tipping, and following bus routes to all major discount and thrift stores and shops selling international foods. A fascinating and valuable afternoon was spent with another Project Director and her new American participants playing the game "Bafa, Bafa," which experientially illustrates differences in cultural norms. The actual registration was done en masse, guided by an ASSP-2 staff member. We ended the orientation with a relaxed "Attitude Adjustment Seminar" to address last-minute questions, fears, and doubts.

Later on in the year, it became apparent that the amount of information in the orientation was so overwhelming that the participants did not retain details about the support services and, therefore, did not immediately use them. Perhaps a month or so into classes, the group should be reconvened to review how to gain access to these vital services. (See Appendix Q for orientation activities and distributed materials.)

Liaison. As in the ASSP-1 program, we hired an African graduate student, Joseph Asmah, to fill the role of liaison. As a Ph.D. candidate, just finishing his dissertation, he had much experience with graduate work and the operation of IU as a bureaucratic institution. As a Ghanaian citizen, he understood the many aspects of culture shock and confusion experienced in the early months by the participants. As a husband and father of four, Joseph also understood these mature parents and spouses who were suddenly missing a crucial support system, while at the same time dealing long-distance with typical family issues.

Because he was available only in the summer, Joseph, concentrated his services in the beginning four to five months of the program. Joseph was paid quarter-time, but with the demands of the participants and program, worked half-time hours. As liaison, he was ombudsman for problems that the African participants were reluctant to discuss with one or more of the American staff; he also educated the Americans regarding African expectations and norms. He anticipated problems and helped resolve them before they became serious. Joseph met the participants as a group once a week, while being available by telephone for individual consultation.

From mid-August onward, the participants appeared to us to be comfortable with Bloomington and the IU system. They called their own group meetings to solve group issues; only if the issue was not resolved did they send a spokesperson to ASSP-2 staff to seek advice or answers. The participants of this group, very different from ASSP-1, had a strong feeling of solidarity and responsibility to each other, to the project, to the ASESP, and to

Africa in general. Throughout the year, we called group information meetings as needed -- often before an upcoming event, in order to solidify travel arrangements or to distribute tickets or forms.

To facilitate events and communications, we designed a single end-of-program calendar. For the mid-May departure, we distributed the calendar three months earlier, in mid-February. This homemade calendar served a number of purposes that a regular calendar could not: 1) Personnel and participants communicated about the same calendar and the same events -- "bring your end-of-program calendar to the meeting for an update"; 2) The calendar visually emphasized that the end of the program was approaching and thus encouraged everyone to actively pursue what he/she wanted to accomplish; 3) It forced everyone to integrate the many aspects of the program -- academic, social, professional, group, individual. (See Appendix R for end-of-program calendar.)

Housing. As much as the ASSP-1 participants disliked Eigenmann Hall, the graduate student dormitory, they agreed that the ASSP-2 group should be housed there for the initial weeks of the program. Eigenmann provides food, shelter, laundry, and computer services all in one building; this was crucial while the newly arrived participants oriented themselves to IU and Bloomington. Because the ASSP-2 group was older and more settled (all with children and six out of seven currently married) than the ASSP-1 group, only two weeks passed before they requested the opportunity to move to more independent and spacious quarters. Some participants requested to move into off-campus apartments, but this was not allowed. We did not intend to repeat our ASSP-1 experience of administering off-campus bills.

Fortunately, the summertime is the only time when graduate student apartments in university residence buildings are widely available. Within two days, each participant had moved into his/her own efficiency apartment in Evermann Hall. They had autonomy, privacy, and no additional bills other than food and long-distance telephone calls. The only negative aspect for the participants was the time it took to buy and cook food.

Stipend. Upon arrival, each participant received a settling-in allowance of $75.00. The purpose of this was to buy basic household items such as sheets, towels, blankets, tea kettle, eating utensils, dishes, pots, alarm clock, and radio.

Throughout the program, each participant received a monthly stipend of $225 to cover basic living requirements such as clothing (especially for winter), toiletries, school supplies (not textbooks), entertainment, gifts, and souvenirs. Relative to other graduate students on this campus, the ASSP-2 participants seemed well provided for, with basic living and academic expenses paid and the undesignated monthly stipend. While not extravagant, it seemed reasonable.

Participant Income Tax. An unexpected financial issue arose in early winter, 1990 -- each participant would be required to pay federal and state income taxes on their ASSP-2 scholarships, although the source of the funds was the US federal government. The first problem was a budgetary one. The initial budget had funds allocated for each participant to cover academic and basic living expenses; no money was provided for income taxes. After extensive consultations with tax representatives, it became apparent that the ASSP-2 budget could not accommodate the total estimated taxes of eight participants. As was mentioned earlier in this report, the solution was to decrease the number of participants from eight to seven.

The second problem was determining the actual amount of tax owed by each participant. If they had been taxed as regular student scholarship recipients, the only non-taxable monies would have been their tuition, academic fees, textbooks, and school supplies or services (e.g., typing). All of the rest would have been taxable -- housing, food stipends, monthly stipends (except what was used for school supplies), conference expenses, IU bus passes, and airplane tickets to and from Africa. The resulting tax amounts were enormous, roughly equivalent to nine months of stipend per participant.

Fortunately, because the ASSP-2 participants were older than most graduate students and had jobs, families, and homes from which they took temporary leave and to which they returned, their studies were considered professional job training. In this tax category, besides the academic costs, all program-organized expenses, such as housing, food, and trips, were not taxable. All that remained taxable was a portion of the monthly stipend. Therefore, although the total tax obligation for each participant proved to be less than feared, it remained roughly equivalent to two months of stipend per participant.

The third problem created was administering the income tax collection process (twice -- 1990 and 1991) for the participants. We created simple forms to acquire the correct information and figures from each participant and to standardize and record the calculations for each participant.

Once the 1990 taxes were calculated, the project issues income tax stipends for the exact amount to the participants, who then wrote personal checks to the government. The tax forms were filled in by the staff, signed by the participants, and mailed. For 1991, the participants theoretically should acquire tax forms from

US embassies in their home countries in 1992 and send in the forms with US currency. This is not tenable; furthermore, the project had agreed to pay for all of their expenses. We arranged for the project to pay for the 1991 taxes directly, before the USIA contract ended on September 30, 1991. (See Appendix S for participant income tax amounts and forms.)

Moore Foundation Grant. Martin Moore, a social studies teacher in Indianapolis, became interested in the ASSP-2 group and entertained the participants at least twice in his home. In addition, he arranged for his own private foundation to grant $4,000 to IU to be used as a supplement to the USIA grant for specific participant costs such as cultural events and excess baggage. Such cultural events included an IU-Soviet basketball game, a Christmas revue in Indianapolis, a weekend trip to see the sights of Chicago, the movie "Dances With Wolves," and an evening at the internationally renowned IU opera. This grant enabled the program to round out the non-academic American cultural experiences of the participants.

Transportation. Participant transportation costs were met by program funds. An IU bus pass was provided for each participant. The bus passes permitted them to travel from Evermann Hall to classes and to the main shopping centers, making it unnecessary for them to own cars or rent taxis.

IU vans were rented when it was necessary to transport the entire group. The vans provided a spacious and convenient transportation mode. There were numerous expected and unexpected uses for the vans: local and distant field trips, M680 education practicum trips to schools or education meetings, transferring the participants' belongings from Eigenmann to Evermann Hall, transporting the participants' 28 boxes of books to the ASSP-2 office, and all of the arrivals and departures of bodies and baggage.

Health. Some participants became ill during their stay. The stress of intense academic program and/or the winter environment led to headaches, colds, coughs, flu, insomnia, and general exhaustion. Minor physical ailments were treated at the IU Health Center. Counseling and advice to alleviate psychological stress was sought from either ASSP-2 personnel or from IU counseling professionals.

One participant, Henrison Lajaku-Williams, was hospitalized for nine days in November, 1990. He seemed especially vulnerable to high stress, less-than-adequate sleep, and poor nutrition. The irony was that the hospital stay and weakened health put him behind in his studies. To complete coursework, Henrison was then forced to work even harder than before; at the same time, he was under doctor's orders to sleep more, eat better, and limit stress. Henrison was absent from most cultural events or trips as a consequence, but finished with straight A's.

Health Insurance. As with the ASSP-1 program, E. G. Bowman's policy was adequate and convenient when it worked. The same basic complaint also applies -- the claims were slow to be processed. As this report is being published, four months after the participants returned home, not all claims appear to be cleared. The resulting hassle and necessary peace-keeping efforts with the Bloomington medical community have been time consuming and challenging. (See ASSP-1 Final Report, "Health Insurance" section, pp. 27-8.)

Field Trips. To provide American experiences beyond Bloomington and IU, optional local field trips were arranged. While interesting and educational, the trips also relieved the tension for participants -- a change of scenery, food, pace, and activity. Numerous day trips were made to nearby Indianapolis, and a weekend was spent in Chicago. Planned activities included everything from zoos to art museums and theater productions to shopping.

During most of the IU Spring Break in March, 1991, the entire group traveled to Washington, DC, on an enrichment trip. Since the trip was an academic break for the participants, as well as an educational experience, we tried to strike a balance between organized activity and free time. The train was chosen as the mode of transportation for economic reasons, but was beneficial in other ways a well. The participants could see more American states and terrain, have some guaranteed unscheduled time, and travel restfully in sleepers.

The highlight of the Washington, DC, activities was the day spent at USIA headquarters, meeting with the USIA personnel who supported and facilitated the ASSP-2 program. Much credit goes to Brenda Lockamy, the ASSP-2 project officer in USIA, who set up an exciting and interactive day, complete with interviews of the participants by the Voice of America. (See Appendix T for the Washington, DC, enrichment trip calendar of events.)

International Center. Throughout their stay, the participants were befriended by a variety of groups. The highly experienced staff of the IU International Center has a good reputation in its work with international students. Our participants made contact there with other African students working on the campus as well as students from many other countries. National holidays were observed throughout the year and our participants were included in these activities.

The International Center arranged for the participants to have host families in Bloomington in order that, over the holidays, they would be entertained in a non-academic setting. The range and level of activity varied from family to family. At the request of the project, a staff member of the International Center led a re-entry session specifically for the ASSP-2 participants. This will be discussed in full in a later section.

The International Student Services office was responsible for issues relating to visa status and other legal matters. It also recruited the participants, at the end of their program, to be part of a new international network as mentors to prospective IU students from their respective home countries.

African Student Association. The African Student Association on campus promotes social activities among all the African students. This group also provides an instant and effective peer support network. This year, persuaded by the ASSP-1 liaison, Julia Duany, the Association took more responsibility for all new African students -- welcoming and orienting them and encouraging women's, men's, and family meetings, among other supportive activities.

Religion. Some of the participants had deep religious beliefs and participated in the activities of local churches. Their deep faith was a major support in surviving this intense program. Most participants were Christian; one was Muslim. Much more so than in the ASSP-1 group, this group integrated smoothly all of the needs, norms, and activities of the different faiths.

Friendships. It is difficult to judge how many deep and lasting personal friendships were made with American students outside the classrooms. Clearly, some of the participants did bond closely with their host families, and a few individuals found friends among American graduate students who have a keen interest in Africa. In general, however, the closest friendships were with other participants in the group and to other African students at IU.

Informal Group Gatherings. These were small, casual gatherings limited to project personnel and participants. The gatherings were relatively unplanned and their cost was borne by one or another of the staff members. Such gatherings were invaluable to the morale of the participants who were far from family and friends and needed the boost of celebrating the successful completion of each semester.

The list of gatherings includes: a July 4th barbecue and parade viewing; a pizza party at the end of the

Summer Session; a Christmas dinner at the end of the Fall Semester exams, complete with stockings and a handmade tree decoration for each participant; and a final dinner on the night before the participants departed for home. A surprise birthday party for each participant typically lasted for two evening hours and included pop, personalized cake, candles, and an activity associated with the American cultural event of that season, such as carving pumpkins for Halloween. The focus on and celebration of each individual appeared to be welcomed by the participants.

Re-Entry Session. At our request, this session was planned by an International Center staff member, who was a former Peace Corps volunteer and who had been through an extensive re-entry program before returning home from that experience. A re-entry session is a guided re-orientation to one's home culture or country. That there can be as much, and sometimes more, culture shock when returning home as there was when first entering the foreign culture is usually both surprising and shocking to the person involved.

The re-entry session comprised four hours of activities and discussion in a quiet room of the International Center. The participants examined their transition from African to American life, adaptations made during the year, expectations about the transition back to African life, research about re-entry problems, and ways to cope with those problems.

Thinking that the worries or fears raised by such information would only add to the academic end-of-semester stress, we scheduled the session during the departure period. The participants, however, resented any activity imposed upon them in that busy time. Regardless, the participants declared the re-entry session to be most valuable and recommended that it be held a couple of weeks at least before the end of the final semester.

A letter from one of the participants written seven weeks after departure from Bloomington says it all:

> ... "Well, my re-entry was not all that smooth, I must say. I did not think that there was any sense in attending that one re-entry session. Now I realize how important it was. There are many things that people took for granted, and a happy and smooth re-entry is one of them. Although my family was happy to have me back, there were things that they were used to doing without me that really became a problem when I rejoined them. I was like a stranger really and had to exercise a lot of patience and tact in order not to cause a rupture. I experience the same at my place of work. My colleagues regarded me with a bit of mistrust, jealousy, etc. at the beginning. On the other hand, most of the teachers and headmasters were really excited and expect me to perform wonders now that I hold an M.S. in Education degree. Time alone will tell if I will satisfy that expectation."

(See Appendix U for the re-entry session outline.)

Departure Period. Having learned from the ASSP-1 experience, we lengthened the departure period to nine days following the last day of exams. Initially, this was very much against the wishes of the ASSP-2 participants. As it became apparent that the end of the academic semester had to be devoted solely to finishing coursework and studying for exams, rather than completing departure tasks, the effective length of the departure period seemed to shrink and requests were made for even more time.

We learned another lesson from ASSP-1, this time regarding project personnel: because the contracts of ASSP-1 assistants were terminated at the end of the academic semester, only the training coordinator remained to cope with the tasks of that departure period. For ASSP-2, we decided to hire the clerk at half-time rates, following the participants' graduation. The departure tasks included driving people from place to place, facilitating book box packing, finalizing travel arrangements, and then "doing" the departure. These days were very hectic.

The ASSP-2 participants had many books to send home, in large part consisting of their new social studies "library." The project budget funded four boxes per participant and the USIA itself funded four boxes per student (once the boxes were sent to Washington, DC). The project staff arranged to send the boxes en masse.

Excess baggage became a big issue. The participants had not understood that there are baggage limitations and charges; it had been mentioned during the year, but not emphasized by the staff. The actual information, regarding size and weight limitations and the cost per excess bag, differed from inquiry to inquiry. In future projects, accurate information should be provided early in the program.

With two bags accompanying the airline ticket free, the number of excess bags per participant varied from a low of three to a high of five. Project funds paid for two each; money from the Moore Foundation grant paid for two more each; and the participants were individually responsible for any additional bags.

The departures were well-coordinated; five left at midday on the same flight on May 14, 1991, and two the next day, each on different carriers. The coordination contributed to an efficient use of vans and support staff. At the Indianapolis Airport, a midwest airport that does not deal with many international destinations, not to mention excess baggage, it was a challenge to load all five first-day participants and their 32-odd maximum-size bags and trunks onto the airplane in time. The last of the five participants was forced to run from the security check to the gate with two minutes left until departure. The trouble-shooting role of the project staff was critical in expediting the departure.

IV. EVALUATION

The program was thoroughly evaluated throughout the year. Some evaluation was conducted informally through individual consultation and by group discussion, but we provided for formal evaluation as well. The formal evaluations followed key events, i.e.: the orientation to the program, major courses, mid-program review, re-entry session, and end-of-program review. The sections that follow summarize the results of each of these reviews. Details are included in each of the relevant appendices.

Orientation. The participants were asked to rate the orientation program on a numerical scale, ranging from 1 to 5, with 5 being the top score. The overall rating for the orientation was 4.6. The items that had perfect scores were: tour of the main library and preparation for course selection. When the participants were asked what they liked best about the orientation, they spoke about the warm welcome they had received; the tours of key facilities, especially the main library; and reference to inexpensive shops in the community. They believed that more time should have been set aside at the Computer Center so that they could have improved their computer skills before beginning classes. They also believed that the briefing on places to shop could have been done earlier, before they had begun to spend their money at more expensive stores. Overall, the orientation was well received and appreciated. (See Appendix V for the raw data of the orientation evaluation.)

S501. This was one of the two courses offered by the co-directors and specifically designed for the ASSP-2 participants. Its purpose was to provide a general introduction to American social studies. In general, the course received high marks. The major complaint was that there was too much to do, too many papers to write, and not enough time to do the quality of work the participants expected of themselves. (See Appendix W for S501 evaluation summaries. See Appendix Y for the evaluation of S501 and S502 guest lectures.)

S502. The other specifically designed course was new; it had not been offered in the same way with the ASSP-1 group. It was very hard work. Everyone had to do a great deal of reading; the participants' chapters, presented to the class first in outline form, secondly in rough draft, and finally in finished draft, stimulated much debate. The course received very high marks from the participants and they appeared to relish this style of instruction. (See Appendix X for S502 evaluation summaries. See Appendix Y for the evaluation of S501 and S502 guest lectures.)

M680. One special program feature was the opportunity for participants to individualize a portion of their studies to meet special interests, using M680, an educational practicum course. It is difficult to generalize the reports of individual activities; therefore, the best that can be done is provide an overall reaction;. In general, the participants liked the opportunities provided. Their general complaints were that there were too many choices and they lacked the time to do all they would have liked to do. However, faced with a choice about whether to restrict alternatives to just a few group activities or to continue to offer a cafeteria approach, the participants preferred the latter. Following each practicum experience, they were expected to write a brief, written report. While this proved to be an extra burden, it did not arouse much complaint. Everyone seemed to think the assignment was fair. In general, the practica were a positive addition to the program. (See Appendix Z for the M680 evaluation summary.)

Mid-Program Review. At the end of the Fall Semester, in a questionnaire, the participants were given an opportunity to react to what had been done to that point and to provide ideas about changes that could be made to improve the program. In general, the questionnaire confirmed things already known informally.

The participants were pleased with their courses, but often felt overworked. They were disappointed that some of the desired courses were not available. This was especially true for certain College of Arts and Sciences courses, which had closed before the participants could be admitted, were not offered at a time they could take them, or had prerequisites that they could not satisfy. The participants did not like Eigenmann Hall (the dormitory where most graduate students live) and were pleased to be able to move to apartments where they could do their own cooking. Field trips were enjoyed because the participants were able to observe education in practice instead of simply reading about American education through books. They believed that they had too little money, too much work, and too little time to do everything they wanted to do. In short, their attitudes were very similar to most graduate students at IU. (See Appendix AA for mid-program review details.)

Re-Entry Session. In general, the participants would not have participated in the re-entry session had it not been required. At least half thought it would be a waste of time before they participated, and a few resented the fact that it was preventing them from doing other work thought to be more important. However, the results were quite satisfactory. Although one or two complained that the session was longer than it needed to have been, all expressed appreciation for the information provided. Later, the participants commented in letters to us on the value of the re-entry session and how it had prepared them for some of the problems they confronted at home. (See Appendix BB for the re-entry session evaluation summary.)

Final Program Evaluation. At the very end of the program, at the close of the spring semester, the participants were asked to complete a questionnaire providing an overall program evaluation. This evaluation consisted of a number of sections: overall impression, in-country application process, academics, life in Bloomington, general program, personnel, and advice to future participants. Here is a brief summary of the responses the participants gave regarding each of these categories.

All of the participants answered "yes" to the overall impression question: Were your degree and experiences here worth a year of your life? And without exception, they said they would recommend this program to others. They stressed what they had learned and how they had grown professionally during their year at IU. The participants spoke about the ways they would be able to do a better job upon returning home, about how they understood their roles better than before. They commented on increased confidence, greater academic knowledge, and a better understanding of the role that social studies might play in their respective countries. The only negative comments came with regard to the pressure on their time and the demanding work load. Those comments were deserved because few American teachers complete a Master's Degree in one year; therefore, the participants achieved a signal accomplishment.

All of the participants judged the in-country application process to be satisfactory. They commented that communications should be dispersed in-country within a reasonable length of time before departing for the US, and that participants should be asked to bring curriculum guidelines and syllabi from their countries to which they can refer during their academic tenure at IU.

With regard to the academic program, the participants had high praise for nearly all of the courses taken. They were pleased with the extraordinary resources IU makes available for such a program. In general, instructors were judged to be excellent. The participants liked the classroom experiences which differ in significant ways from what they knew in Africa. They also relished the opportunity to write papers. Some acquired writing capabilities nonexistent before coming to the US. All complained about the pressure of the academic work: too much work in too short a time. This theme recurred throughout all of the questionnaires. The participants particularly appreciated the professional courses that linked the academic knowledge to what they would be doing upon returning home. And, unlike the ASSP-1 students, some of whom seemed only interested in positioning themselves for future graduate work, this group seemed focused on acquiring the information needed to perform their roles upon returning home.

When given the opportunity to comment on _life in Bloomington_, the participants talked about the general friendliness of the community. Bloomington was judged to be an expensive place to live until the participants learned about the bargain shops, especially for clothing. Soon they were shopping at Goodwill stores, the Salvation Army, and K-Mart. This helped their dollars stretch further. The participants were not surprised by the winter, but were not fully prepared for it, either. They liked the health services, but found them expensive and the insurance system tedious and unnecessarily slow to respond. Some participants were active in local churches and found friends there. The African Student Association was one of the organizations that helped ease the adjustment to Bloomington. It helped them find other African students with whom to share hopes, dreams, and frustrations.

When asked about their overall reactions to the general program, the participants expressed pleasure with the orientation, field trips, and the NCSS convention. They had mixed responses to the liaison person; some felt he was very helpful, others were less certain. A few recommended choosing someone within the group to be the representative for the group, thereby possibly misunderstanding the role of the liaison. Some participants clearly made more use of host families than others, but all thought that it was beneficial to include host families in the program. Everyone was enthusiastic about about the trip to Washington, DC, and particularly commented about the opportunity to meet USIA officials, to meet the people "behind the program." Participants liked the picture, the tee-shirt, and the graduation banquet and urged us to continue these activities.

The participants were also given an opportunity to react to individual program personnel: the co-directors and various assistants. In general, all the staff was rated highly. Participants provided specific comments about individual contributions of staff members.

When asked to give advice to future ASSP participants, the ASSP-2 participants said, "Work as hard as you can as soon as you arrive, protect your health, build group solidarity, learn how to use computers, avoid incompletes, get plenty of sleep, and don't purchase too much because you still have to take it home." (See Appendix CC for the final program evaluation summary.)

In our opinion, this group of participants gained more from the program than the preceding group, and it shows in the evaluations. In part, this is a result of more careful selection of participants; it is also a result of the staff having had a year of experience before meeting the second group. The point is that the participants believed that they had an excellent program, and they achieved success.

V. RECOMMENDATIONS

As with ASSP-1, some aspects of the ASSP-2 program were well planned and executed and others failed. Here is a list of the most important lessons learned during the ASSP-2 program:

1. At least eight months should be planned between the beginning of the selection process and the arrival of participants on campus. The selection process itself takes six months. Once particular participants are accepted, those individuals need two months to prepare their lives. The project needs those same two months to make preparations that cannot be made without specific participant names.

2. The participants, besides more time, need better preparation "in-country," almost a "pre-entry session," to expect culture shock of all types, from different weather to having to type all of their own papers.

3. It was very helpful to have the immigration visas issued by the US embassies in each home country; however, the visa validation dates must be inclusive of the whole program, rather than just the academic program. For example, ASSP-2 participants arrived in Bloomington up to three weeks prior to the year-long program and departed two weeks after graduation.

4. It would be a great improvement for all concerned if each US embassy were to buy its participant an open-return ticket (given guidelines and dates by the project). The cost of the ticket could then be reimbursed to the embassy by the project, as was successfully transacted for one ASSP-2 participant. The embassy people know the travel routes and airlines much better than do most travel agents in southern Indiana and can deal directly with the participants if any changes need to be made.

5. Never begin a program for African participants with the spring semester, which begins in January, the middle of winter. The ASSP-2 participants emphasized repeatedly that the winter was bad enough with a gradual acclimatization from spring through summer and fall. The ideal beginning is as ASSP-2 began, in the springtime, starting classes in the IU Summer Session I. Besides having good weather, the summer sessions have a pace which allows for adjustment to the local and academic environments with less pressure than occurs in regular semesters. The second best choice would be for participants to arrive in Summer Session I, begin classes with Summer Session II, and end with the next year's Summer Session I. The third choice would be for participants to arrive at summer's end, begin classes with the Fall Semester, and end with Summer Session II.

6. Lengthen the orientation to three weeks, if possible. The orientation needs to address the value and use of money immediately. Computer skills must be taught at the beginning and then used every single day. Set up a filing system of some kind for the participants, such as a

three-ring binder, to hold important information sheets. Then distribute all notices on three-hole paper and require the binder at all subsequent meetings. Definitely organize the game "Bafa, Bafa" again and relate it to the participants' new and future experiences.

7. In the M.S. in Ed. degree program, perhaps substitute S501 and S502 for a couple of education courses to allow for more social science courses, especially if one of the latter is given up for a computer course.
8. Because M680 was very complex to organize and took far too much staff time, try to find a compromise between whole group and individual practicum experiences.
9. Because the participants appeared to experience information overload in the orientation, arrange another tour of the important support service centers about a month after classes begin. This time, have the participants prepare questions relevant to their own studies.
10. Early in the program, discuss the acquisition of goods and the physical and monetary limits to airline baggage; i.e., the whole issue of

excess baggage. Communicate how much the project can and cannot pay for. Emphasize this information at regular intervals throughout the program.

11. Regarding academics, inform the participants what the project staff can and cannot do, and reiterate this information regularly. The staff can provide access to academic resources and facilitate tutoring. They cannot change or eliminate prescribed program requirements; offer courses listed, but not offered by the relevant departments; change a "bad" professor (i.e., control who teaches any course); preregister ASSP-2 participants for courses before they have arrived on campus and been admitted in order to register in courses before all the spots are taken; or change grades.

12. Definitely arrange a re-entry session, but schedule it earlier, perhaps even a month or two before the end of classes.

13. During the departure period, emphasize that no graduation will be registered and no diplomas or transcripts sent to participants by IU if any personal bills are not paid.

14. Emphasize to participants and USIS officers that participants should be permitted three to

four weeks leave after their return home. The program applies constant pressure to the participants; they fly home absolutely exhausted, mentally and physically. The re-entry process itself is not an easy one -- participants (and their families and co-workers) need time to re-adjust.

15. Staff numbers and time increased from ASSP-1 to ASSP-2. Still more is needed -- more in the months before the participants arrive, more during the program, and equivalent to ASSP-2 after participant graduation to the end of the project contract.

VI. CONCLUSION

Reviewing the ASSP-2 Final Report to this point, we observed that two items stood out -- 1) the high quality of the participants and 2) the vast array of resources that supported the participants as they proceeded through this intense ASSP-2 program.

That the participants worked hard, there is no doubt. To obtain their M.S. in Ed. degrees, they each completed 36 credit hours of classes in only 12 months. The participants were frustrated at having to simply skim exciting new books and ideas in order to meet class deadlines, exhausted from repeated late nights at the library, persistent in their pursuit of someone to edit yet a fifth draft of a paper, and conscious always of the needs of the children of their respective home countries. To a person, they were committed to the goals of the program -- to gain knowledge about the integrated social studies and curriculum development skills and to take those back home to their respective countries.

In her remarks at the graduation banquet on May 5, 1991, on behalf of her fellow ASSP-2 graduates, Comfort Akorli (Ghana) spoke of that shared commitment:

> "Having acquired so much as a result of our attendance of this institution of profound knowledge, I wish to quote your great president, Abraham Lincoln when he said, 'I shall study and prepare myself -- and some day my chance will come.' As for us, we have studied and prepared ourselves and our time has come to make significant contributions to the advancement of social studies education in Africa."

Nor was that commitment taken lightly by the participants or their home countries. Illuminata Mosha wrote to us on July 9, 1991, only one and a half months after departing for home from IU. In her letter, she described new activities in Tanzania:

> "I am pleased to inform you that the ICD has submitted to the Ministry of Education and Culture a new Curriculum package in which social studies has been strongly recommended for both primary and secondary levels. We are hoping to get an acceptance of the course and a go ahead for launching it in a few selected schools on trial basis.

> In the meantime the syllabus for both levels have been prepared and I have been given the task of going through them in order to provide enrichment to the ideas and direct expertise on the whole program.
>
> I am looking forward to the challenge and hope that this past year's hard work will give me enough confidence. I will also keep in touch with you and welcome any advice that you may have."

The participants did not work in isolation. They worked on a foundation built by five ASSP-2 staff members, USIA and Moore Foundation funds, and IU centers specializing in learning skills, writing, health, computers, African Studies, and International students. All of the social, emotional, playful, practical, personal, medical, logistical, and other support provided was absolutely vital to the high degree of success of the ASSP-2 participants. There were so many factors mitigating against them that less support would only guarantee disappointment and failure. And, certainly, more support would continue to facilitate success, but also make the program more humane.

Remembering all of the very real and formidable obstacles, we must end by commending the superb efforts and results of the ASSP-2 participants -- all M.S. in Ed. degrees completed, six of seven with an A or A- graduating average, and a group grade point average (GPA) of A- or 3.84 on a 4.0 scale. If these seven people are among Africa's leaders of tomorrow, and they most certainly should be, then Africa is, indeed, in good hands.

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APPENDIX A.

Invitation Letter

United States Information Agency

Washington, D.C. 20547

Office of the Director

USIA

April 19, 1989

Dear Dean Mehlinger:

As part of its FY 1989 Teacher, Text and Technology (TTT) Program, the Office of Academic Programs within the Bureau of Educational and Cultural Affairs is interested in sponsoring a follow-up project to the 1988-89 twelve-month Master's degree program being implemented at Indiana University (IU) for eleven students recruited from among the member countries of the African Social Studies Programme (ASSP). In the 1989 project, the Office of Academic Programs would like to sponsor eight students from among the seventeen member countries of ASSP. The FY89 Master's degree program should be expanded from twelve months to thirteen months along the lines discussed in recent telephone conversations with the E/AEA TTT Coordinator.

In addition to the new program for eight students, the Agency wishes to sponsor a one-week enrichment program for the current 1988-89 students which would bring them to Washington, D.C., for meetings at USIA and with professional organizations of interest to these students, as well as a tour of historical landmarks. A similar enrichment program should be planned for the new group of students, and both enrichment programs should be included in the proposal which IU is invited to submit.

The recruitment of approximately sixteen post-nominated candidates for the FY89 program will be organized by this office under the supervision of Mrs. Brenda Lockamy, Coordinator of the Teacher, Text and Technology Program. Once assembled, a panel of applicants will be forwarded to you for the final selection of eight participants whom your admissions office judges most academically qualified to participate in the program.

The Africans chosen to participate in this program will be persons with responsibility for advising and implementing social studies curricular and teacher education reform in their home countries. Each will have undergraduate training in one of the traditional social science disciplines, i.e., history, geography, sociology, etc. After earning a Master's degree in Social Studies Education/Teaching from IU, they will be expected to return to their respective home countries to continue their careers with a new level of expertise acquired from the program.

Dr. Howard Mehlinger
Dean, School of Education
Indiana University
Bloomington, Indiana 47405

Given this background, the Agency looks forward to reviewing IU's conceptualization of a program relevant to the participants and feasible within our budget and the thirteen-month time frame. An essential characteristic of the program should be that it caters to the particular academic backgrounds and job needs of each participant. The program should take into account specific professional challenges and tasks which each of the participants will face upon return to their respective careers in educational planning in their home countries. Faculty members who are experts in traditional social science disciplines and in teacher training should be recruited to advise the eight participants on academic matters. Finally, the program should be closely supervised by an experienced professional(s) in the fields of education and foreign student counseling who will have overall responsibility for the social and academic welfare of the group. This individual or team will serve as liaison with this office (African Fulbright Academic Exchanges) and IU in the ongoing monitoring of the program.

Another important aspect of the proposal should be a review of the 1988-89 MAT program, a preliminary statement of how well it is meeting its objectives, and recommendations for how to structure the new FY89 program based on the 1988-89 experience. Given the variety of academic, professional and country backgrounds of the participants, USIA is interested in knowing the types of Master's degree opportunities which IU can make available to the new students and how it will determine which degree program would be best suited to each participant.

Based upon what the Fulbright Program normally spends per individual foreign graduate student grantee for a Master's degree program of this type and length, the TTT Program has made available up to $210,000 for the support of this project. This amount should be sufficient to cover:

- all roundtrip international airfares from the various African countries from which the participants will travel;
- full maintenance expenses for thirteen months;
- all book costs;
- special academic field trips and cultural events; plus,
- a one-week Washington, D.C. enrichment program — separately for the FY88 and the FY89 groups — consisting of varied professional meetings within USIA and with other USG and non-USG officials, while also providing ample time for a tour of Washington's historical landmarks.

Overall cost effectiveness will be an important criterion in USIA's review of the project's proposed budget.

USIA requests Indiana University contribute to the project with:

- full or partial tuition waivers;
- out-of-state tuition costs;
- salary contributions of the Project Director; and
- salary contributions for various academic advisors who will be expected to work closely with each participant based upon academic discipline and level of training in their field.

Please consider carefully that university cost-sharing in the maintenance and tuition areas will permit an increase in the number of Africans participating in the FY 1989 program. Full tuition waivers, complimentary professional memberships, and other similar cost-reducing items have been included in previous successful grant applications of this sort.

The specifics of all other necessary components and activities of the program will be left to the innovation of the Social Studies Development Center and the School of Education. Some additional extra-curricular activities might include any one or a combination of the following:

- Periodic teacher-training workshops and seminars designed specifically for the group itself or, alternatively, including participation by the group in regionally-organized or statewide conferences of American teachers and teacher trainers.
- Donation, purchase, presentation (including appropriate training if required) of reference books, audio-visual equipment, and other material resources in support of the overall goals of the Master's degree program.
- Occasional public sessions organized for the benefit of both the university and local communities which would allow the participants from the various African countries to speak on topics of interest to them and which cover educational themes and/or programs in their home countries. USIA is very concerned that the Americans encountered by the group benefit from their presence, i.e., on-campus as well as in Bloomington, by creating as many opportunities as possible for the group to engage in a wide range of intercultural activities. In this way, USIA hopes that the widest possible rapport will be established on both the local and campus-wide levels within which the Fulbright Program's goals of mutual educational and cultural exchange can be realized.

If Indiana University decides to submit a proposal, it should provide a detailed plan in response to the above needs, which includes a one-week enrichment program in Washington, D.C. Insofar as possible, outstanding professionals from throughout the university system, other than the Social Studies Development Center and the School of Education, should be involved. Likewise, outstanding professionals from other institutions are encouraged to become involved in the planning and implementation of the grant proposal.

You are encouraged to work closely with your campus offices of international programs and foreign student admissions in planning both administrative and substantive components of the proposed project. The overall quality and effectiveness of the program depends upon skilled administrative and managerial capabilities that enhance positive interaction between African and American educators.

Your proposal should inlcude the following:

(1) Narrative, total text not to exceed fifteen double-spaced pages, including:

- o a brief two-page description of the participating university and department(s); and
- o a detailed description of the proposed project including but not limited to:
  - -- name and qualifications of the designated Project Director;
  - -- the roster of staff/instructors or a representative listing of potential participants and their qualifications; and
  - -- a detailed and specific description of planned activities.

(2) A specific and detailed line item budget for both administrative and program costs with institutional cost-sharing clearly delineated. At a minimum, the following line items should be addressed:

- a. Salaries, plus employee benefits, of all project staff involved in the program. Identify each individual as to what s/he will do (percentage of time spent on project, and where appropriate, how much s/he will be paid), and proportion of time for which U.S. Government funding is sought;
- b. Room and board at the university; i.e., faculty residences, graduate dormitories, home stays. If necessary, other;
- c. Transportation costs for all travel (international and domestic) during the entire course of the program;
- d. Miscellaneous costs, i.e., daily maintenance allowance, honoraria (including travel and per diem for consultants), cultural activities, and other support material; and
- e. Other direct costs/indirect costs. Please provide negotiated cost rate agreement.

(3) Submission of all relevant forms which must be filled-out and accompany your project proposal. All relevant forms are enclosed with this letter.

(4) Appendices, which should be kept to a minimum, must include:

- o Current curricula vitae of proposed faculty and consultants;
- o A brief summary of on-going international programs at your institution which illustrates IU's capabilities for implementing a project of this type; and
- o A list of preparatory/orientation materials that will be sent to the selected Master's degree participants preparing them for their stay at Indiana University.

A panel of senior USIA officers experienced in African-American educational and cultural exchanges will evaluate the proposal based on considerations outlined above and the following specific criteria:

1. Clear evidence of the ability to deliver a substantive and coherent Master's degree program lasting no more than thirteen months;
2. Demonstrated high quality academic graduate programs in the areas of the teaching of social studies such as history, geography, sociology;
3. Evidence of strong on-site administrative, managerial, and counseling/guidance capabilities for international students with specific discussion on how managerial and logistical arrangements will be undertaken;
4. A commitment to providing USIA with quality evaluations in the form of written quarterly reports during the thirteen months of the grant;
5. The experience and demonstrated expertise of professionals and staff assigned to oversee the project;
6. The ability of Indiana University to tap local and state resources for the project at the level of real and in-kind cost-sharing; and, finally;
7. Cost effectiveness.

Please submit one original and ten copies of your proposal by COB April 21, 1989 to:

Mrs. Brenda Lockamy, Coordinator
Teacher, Text and Technology (TTT) Program
Africa Fulbright Academic Exchanges Branch
The United States Information Agency
301 - Fourth Street, S.W.
Washington, D.C. 20547

We look forward to working with you on this continued endeavor under TTT auspices. If you have any questions, please contact Mrs. Lockamy directly on (202) 485-7355 or 485-7401.

Sincerely,

Guy S Brown

Guy Story Brown, Ph.D.
Office Director
Office of Academic Programs
Bureau of Educational and Cultural Affairs

APPENDIX B.

Proposal

AFRICAN SOCIAL STUDIES PROGRAM-2

A 13-month program
to provide graduate study at Indiana University
for eight African Social Studies Leaders

August 1989 to August 1990

The School of Education
Indiana University
Bloomington, Indiana 47405

Howard D. Mehlinger, Director
Deborah S. Hutton, Co-Director & Training Coordinator

May 1989

AFRICAN SOCIAL STUDIES PROGRAM-2

Background Statement.

The proposed African Social Studies Program-2 (ASSP-2) builds upon the successful experiences of the USIA-sponsored 1987 summer workshop and current African Social Studies Program-1 (ASSP-1). As challenging and rigorous as the academic year has been, the ASSP-1 participants have done exceedingly well (see Appendix D for Fall and Spring Semester grades). Both the students and the program have made a significant and positive impression upon the University and state communities (see Appendix B for Letters of Support).

With ASSP-2, Indiana University (IU) proposes to offer a 13-month program for eight, qualified African educators that will lead to the award of the Master's of Science Degree in Social Studies. The program described below contains elements designed especially to meet the needs of the African specialists, but also draws upon a wide range of existing courses and programs available to American and other international graduate students at Indiana University. The goal is to tailor programs to the particular needs, interests, and backgrounds of each African graduate student while simultaneously providing core elements that will enable all to succeed as social studies leaders in their own nations.

Institutional Strengths.

The program will have an opportunity to take advantage of a wide range of institutional strengths. Among the foremost of these strengths is Indiana University's reputation and experience in international studies generally (see Appendix C for International Programs at Indiana University). Other assets include the School of Education, the Social Studies Development Center, the African Studies Center, the Learning Skills Center, the Black Culture Center, and the Bloomington Academic Computing Services. Each are described briefly below.

The School of Education (see Appendix G for the Annual Report, 1987-88), established in 1908, consistently appears among the top ten of all schools and colleges of education in the nation and was recently identified by the National Association of Secondary School Principals as the leading school of education for influencing educational reform in American schools. Besides offering a full range of advanced graduate programs, it has considerable experience with international courses, students, and programs. In the field of social studies few, if any, other universities can match the number of distinguished faculty that it employs. Besides including three former Presidents of the National Council for the Social Studies (NCSS), the social studies faculty leads the nation in significant research.

The Social Studies Development Center (SSDC) is a multi-faceted organization, sponsored by the College of Arts and Sciences and the School of Education. Founded in 1968, it conducts research, develops instructional materials, diffuses innovative practices, and promotes cooperation among groups with skills and resources needed to improve social studies education. Project subjects have included geography, civics, government, law-related education, international relations, global studies, anthropology, American history, and world history. The SSDC also houses the Social Studies Curriculum Resource Center (SSCRC), the largest collection in the nation of social studies textbooks, curricula, journals, and activities, and the ERIC Clearinghouse for Social Studies/Social Science Education, a national system that collects, catalogues, and disseminates educational literature and materials.

The African Studies Program is the nation's leading program for the interdisciplinary study of Africa. With generous support from the U.S. Department of Education since 1965, from IU, and from numerous other sources, it sustains and enhances a wide range of academic and public service activities, ambitious programs in teaching, and extensive local, regional, and national outreach. The faculty teach more than 200 Africa-related courses. Most of the faculty have research experience in Africa; many are considered preeminent in their respective fields; and two, currently, hold distinguished chairs.

The Learning Skills Center is a resource for new international graduate students. At no cost, it provides regular workshops to strengthen such skills as note-taking and test-taking. It includes a Writing Skills Center that helps students to write research papers; professional staff counsel graduate students in academic skill improvement.

The Black Culture Center is another significant, no-cost resource for new international graduate students. On request, it provides individual tutoring, in any subject, to any student, by qualified personnel.

Finally, Bloomington Academic Computing Services (BACS) provides another important resource. BACS provides all IU students with unlimited access to clusters of university-owned personal computers, unlimited instruction in wordprocessing skills, unlimited personnel support services, and unlimited computer paper.

The Program.

The program proposed here contains academic, residential, and extra-curricular components. All are vital to the program's success.

Academic Program. After much consultation with the ASSP-1 students, we concluded that the MS (Social Studies) degree is best suited to the needs of the majority of these students. Awarded by the School of Education, it provides both flexibility and opportunity. Students have access to all of the programs and faculty in the School of Education and the College of Arts and Sciences.

The M.S. degree allows the students to broaden their social science perspectives beyond history and geography. At the same time, it provides a strong foundation in social studies education to support the participants' professional activities in teacher training, textbook writing, and/or curriculum planning. The two, required practica supply the students with ample opportunity to work in local schools. Finally, any student interested in pursuing a Ph.D. or an Ed.D. degree will be able to do so directly following the completion of their M.S. degree.

Admission to the program requires that students pass the Test of English as a Foreign Language (TOEFL), preferably in their home country, with a resulting score of 550 or above. The usual requirement of the Graduate Record Examination (GRE) has been waived for the ASSP-2 students.

The academic program can be (just) completed in a 12-month period. Track 1 of the M.S. (Social Studies) degree—Improvement of Instruction in Social Studies (see Appendix F for an outline of the requirements)—requires 36 semester hours of credit. Of those, six semester hours are general education courses; nine hours are social studies education courses; 15 hours are taken in the College of Arts and Sciences from among the following departments: anthropology, economics, geography, history, political science, psychology, or sociology; six hours are practicum experiences. No thesis is required for this degree.

Flexibility is provided by the history and social science courses. Program participants may choose graduate courses in the discipline of their undergraduate major and/or gain breadth by pursuing courses in other disciplines. It has become obvious this year that certain of these courses have special appeal to the ASSP-1 students, and some professors have offered special support to the students (see Appendix B for Letters of Support). These courses and professors have been noted and will be recommended to the ASSP-2 students.

The required, graduate social studies methods course will be taught by one of the senior social studies professors. It will focus on specific classroom teaching methods and, in addition, will provide a model of teacher training. The two seminars, S501 and

S502, have been developed specifically for the African students. Both of them feature readings from current professional literature, presentations by nationally-recognized social studies specialists and visiting international scholars, and related field trips.

S501 concentrates on defining and examining the nature of the social studies. Merry Merryfield, a professor at Ohio State University, will give two lectures to the class, based on her extensive research on social studies in African countries. Because it occurs in the Fall Semester, standard, graduate academic skills are also consciously taught and thoroughly reinforced, much like an ongoing academic orientation.

S502 looks at the implementation of social studies through curriculum development. After examining three different models, the students experience a series of workshops led by the best people available on topics such as textbook writing, teaching in a multicultural classroom, teacher training through pre-service and in-service education, the development of required curricula, and the production of audio-visual aids using indigenous materials.

In order to provide these students with a good, basic social studies library that will support them on their return to Africa, the budget provides for a set of books for each participant. Through their memberships in the Indiana Council for the Social Studies (ICSS), the students will receive three issues of the newsletter, Viewpoints, and three issues of The International Journal of Social Education. Through their National Council of the Social Studies (NCSS) memberships, they will receive 12 monthly issues of Social

Education, the foremost national publication. In addition, Dr. N. Schmidt, the IU library African Area Specialist, will give the students extra books and journals from the library collection; the SSCRC will donate an American pre-collegiate social studies textbook to each student; and IU Press surplus books will also be provided.

ASSP-2 students will have many opportunities to make presentations in classrooms and at conferences, to write articles in Viewpoints, and to lead an Honors Seminar for high school students. Experience this year shows that while these opportunities can be provided, they cannot be required because of the demands of the academic program.

To complete the program it will be necessary for each participant to complete 12 semester hours of course work during both the Fall Semester and Spring Semester and 12 hours during the two Summer Sessions (six hours of credit during the six-week session and six hours during the eight-week session). The participants must arrive in Bloomington by August 15, 1988 in order to be available for orientation and the start of the semester; they will complete their studies around August 14, 1990.

Because this is a demanding academic program, great care will be devoted to the selection of participants. To be eligible, all participants must have completed baccalaureate degrees or their equivalents and be fluent in English. They must have demonstrated their ability to maintain high academic performance because they must maintain a B average across all of their courses and because there will be no time to add courses to raise the final grade point average.

Participants will be nominated by American posts abroad. From the list of nominees, an admissions committee comprised of the project director, the training coordinator, the M.S. advisor, and the Associate Director of Admissions (international) will select the eight participants who show the greatest promise of academic success and who appear to occupy positions that seem most likely to provide leverage for the reform of social studies in their countries. The admissions committee will admit only those who seem likely to succeed. After the first eight are selected, the remaining admissible candidates will be placed in rank order on an "alternate" list so as to be eligible should a participant previously selected be forced to withdraw prior to the start of the program.

Living Arrangements. All of the students will be initially housed in single rooms in the same graduate student dormitory where all meals are provided, except Sunday supper. This dormitory has resident assistants on each floor, lounges, equipment rental, laundry facilities, a library/reading room, a computer room, and numerous special events and clubs. Many of the student residents are international. Based upon the comments and actions of ASSP-1 students, ASSP-2 students will be put on a waiting list early to move into IU efficiency apartments after the Fall Semester. It was the opinion of most that the initial "complete care" arrangement is still necessary at the beginning, when absolutely everything is new and unfamiliar.

The participants will have bus passes that will enable them to move freely around the campus and from their dormitory to shopping centers. They will not require special transportation in Bloomington. Trips outside of Bloomington will require renting vans, buses, or automobiles. These vehicles will either be contributed by hosts or the University or provided within the budget.

This year, it is understood that the USIA will provide a standard $50,000 medical coverage for each of the ASSP-2 students, at no cost to this project. For the mandatory IU health fee, the Student Health Center provides each student with unlimited office visits. All special services and medicines carry minimal charges. In addition, each semester, each student is entitled to four, free visits to the Counseling and Psychological Services (CAPS), a common place for graduate students to go to talk about relieving their tension and stress.

To allow for individual tastes and needs, each student will be provided with a settling-in-allowance with which to buy their own linens and basic living utensils, such as an iron and a kettle. The monthly stipend per student will be $225; however, the money will be reapportioned per month, based upon different predictable events, such as less money in October (no high demands) and more in December (winter clothes, no food in the dormitory for three weeks, the Christmas season for some, and possible travel for some). This proved to be a very successful system for the ASSP-1 students.

Extra-Curricular Aspects. A portion of the success of the 1987 summer workshop can be attributed to a wide range of extra-curricular programs provided the participants. These included home stays, travel to nearby museums and cultural exhibits, visits to schools, a week-long tour to Philadelphia and Washington, DC, and other activities. Such programs can also add substantially to program expenses.

Three trips are planned for the participants. The first will be for three days in November, 1989 to St. Louis, Missouri, where they will attend the annual meeting of the NCSS. This meeting brings together approximately 5,000 social studies leaders and teachers from all parts of the nation. The African participants will be able to attend meetings, meet American experts, share their own knowledge of social studies teaching in Africa (a presentation has already been accepted on the program), and visit an extraordinary exhibit of social studies instructional materials produced by commercial publishers for use in American schools. The NCSS has donated one-year memberships for each student.

The second will involve day trips to the NCSS Great Lakes Regional/Indiana Council for the Social Studies (ICSS) combined conference, to be held in Indianapolis, Indiana, in April, 1990. This meeting attracts 1,000 social studies teachers, college faculty, curriculum developers, and textbook publishers. ASSP-2 students have been offered complimentary ICSS memberships and are included in two proposed sessions.

Finally, a short enrichment trip to Washington, DC, is planned as the culminating activity of the program in August, 1990. This will include visits to USIA headquarters, the NCSS administrative center, the White House, various sites of American historical significance, and the embassies of the relevant African countries.

While these three trips are the main extra-curricular items in the budget, numerous other activities are planned or offered. A formal welcome reception and a graduation dinner will be arranged to officially begin and end the academic program. Based upon the varying demands of their individual course needs and sometimes upon their priorities in spending stipend money, students will be able to choose to have homestays with Bloomington families, visit regional tourist sites, attend cultural events (IU houses an extraordinary School of Music), join in African Student Association activities, attend athletic contests, and participate in Bloomington town events such as the summer Courthouse Square concerts or the Farmers' Market.

Key People.

Howard Mehlinger, Professor of Education and History and Dean of the School of Education, will direct the Project. Mehlinger has lectured in Africa and been a consultant to African colleges, universities, and ministries of education on topics associated with African social studies. In 1977, he was President of the National Council for the Social Studies and is currently a member of the National Commission on the Social Studies that is engaged in a major re-examination of social studies in American schools. (See his vita in Appendix A for further details.) Mehlinger will serve as the director of the project and co-teach S501-S502 along with Deborah Hutton. All of his time is contributed by the University.

Deborah Hutton will be the training coordinator, will have principal responsibility for day-to-day details, will co-teach S501-

S502, and will accompany the participants on all trips. She has taught social studies in middle and high school, has made numerous presentations at national and international conferences, and has led a variety of student travel/study trips. Although a very different context, more than thirteen years of leadership in an outdoor setting lend themselves very well to the continued care of the African students. Hutton is budgeted 50 percent of her time to the project.

Christine Bennett is the advisor for the M.S. (Social Studies) degree. She also is a full professor, chairs the Social Studies unit, and directs a major project titled "The Teacher as Decision-Maker." Bennett has years of experience researching and teaching the Social Studies and Multicultural Education and has worked with many international students. All of her time will be contributed by the University.

The Liaison will be recruited and employed after the proposal is funded. We will be seeking an African graduate education student with a number of years' experience at IU. This position has been very important in working with the ASSP-1 students. They seemed more open to sharing their concerns when the current African Liaison was hired. This person also translates the university system to the students and "African ways" to the staff. The Liaison position is contributed by the University.

James Barth is a Professor of Social Studies Education at Purdue University. He is an acknowledged leader in American social studies and served last year as President of the Indiana Council for the Social Studies. He also has considerable experience in Africa, most recently editing the Audio-Visual Handbook, published by the Malawi Institute of Education in 1987, and consulting in Botswana. Barth will contribute his time as a lecturer in the program.

Merry Merryfield is an assistant professor at The Ohio State University. She is a specialist in African social studies and has taught geography in Sierra Leone. Her dissertation, focusing on social studies in three African nations, Nigeria, Kenya, and Malawi, required spending 12 months observing social studies instruction in African primary schools and teacher colleges and working closely with ministry to education officials, curriculum developers, district education officers, and inspectors. Her dissertation was the first research study of the pan-African social studies movement.

Various faculty. It is not possible to list names of all of the faculty who will participate, as the courses to be taken by each participant will be selected according to their own needs, interests, and backgrounds. Briefly, all of the faculty in the School of Education and in the history and social science departments of the College of Arts and Sciences are potential contributors (one-page vitae of a selection of these professors are to be found in Appendix A).

APPENDIX C

International Programs at Indiana University

A. Institutionalized Programs Abroad in a Typical Year.

- I. Types.
  - A. Faculty and Student Exchanges.
  - B. Research Cooperation.
  - C. Study Programs.
  - D. Extension Programs.
- II. Places.
  - A. Africa - 2 Programs in 2 Countries.
  - B. Asia - 16 Programs in 8 Countries.
  - C. Europe (East and West) - 35 Programs in 12 Countries.
  - D. Latin and South America - 7 Programs in 5 Countries.
  - E. Middle East - 2 Programs in 2 Countries.

B. Assorted On-Campus International Projects and Facts.

- I. IU offers courses in 58 languages from Arabic to Zulu.
- II. In the 1980's, nearly 30 percent of all Fulbright fellowships in the U.S. for research in African issues have been awarded to IU students.
- III. IU has nearly 6,000 foreign alumni, living in over 130 countries.
- IV. IU area studies institutes and programs:
  - *African Studies
  - East Asian Studies
  - Germanic Studies
  - +*Inner Asian Studies
  - Latin American and Caribbean Studies
  - Middle Eastern Studies
  - *Russian and East European Studies
  - Uralic and Altaic Studies
  - Polish Studies
  - *West European Studies
  - * - Designated as National Resource Centers by the Federal Government.
  - + - The Inner Asian Studies Institute is the only one in the country.
- V. The Center for English, Language Training teaches intensive English and American culture to 100 foreign students at a time for six months to a year, before they enter American universities.
- VI. All incoming foreign students are tested by the Center for English Language Training to see if they comprehend English when it is spoken over the sounds of rock music or construction drilling or when words and constructions are colloquial.
- VII. The School of Education housed an ambitious three-year

project called "Internationalizing Teacher Education" which sought to incorporate international issues and perspectives into the education, arts, and sciences courses taken by pre-service teachers.

VIII. The World Affairs Council of Northwest Indiana is dedicated to advancing public understanding of foreign policy issues and the role of the United States in world affairs.

IX. The systemwide Center for Global Studies provides outreach programs to bring the University and communities together for dialogue on international concerns.

X. The US/Japan Textbook Project and the US/USSR Textbook Study Project were developed to encourage objectivity and accurate, up-to-date information in the School textbooks of Japan, the USSR, and the US.

XI. The IU School of Business and the Polish Studies Center initiated a conference to discuss solutions to the Polish debt crisis at the Smithsonian Institution which involved bankers and academic researchers from the US, Canada, Western Europe, and Poland, as well as specialists from the World Bank, the International Monetary Fund, and US government agencies.

XII. The IU School of Business, one of the first to recognize the increasingly global nature of business, received a grant following World War II from the Ford Foundation to expand its academic program in international business and to help develop management education in Europe and Southeast Asia.

XIII. The Pacific Rim Conferences, sponsored by IU, the Indiana State Chamber of Commerce, and the South Central Private Industry Corporation, address the growing role of exports in the state's economy and the need of Indiana firms for practical information on how to improve marketing plans for the Pacific Rim.

XIV. Bloomington campus undergraduates who have international interests can make their living experience a part of their education at the Foster International Living Learning Center.

APPENDIX D

ASSP-1 Participant Grades to Date

Participant	Grade Point Average (out of 4.0)		
	Fall/88	Spring/89	Cumulative
W. Allen	3.40	3.43	3.41
N. Jammeh	2.87	3.53	3.13
K. Kapansa	3.73	3.57	3.67
R. Luswata	3.33	3.43	3.37
C. Magagula	3.50	3.60	3.64
M. Manley	3.80	3.50	3.63
A. Mbunda	3.42	3.50	3.63
L. Moka	3.25	3.43	3.34
A. Molwane	3.58	3.67	3.61
A. Ramakatane	3.65	2.58	3.10
M. Tamale	3.35	3.74	3.57

A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7

APPENDIX E

A List of Preparatory/Orientation Materials

Upon their selection and prior to their departure from Africa, all participants will receive:

- A letter of welcome
- Graduate residence hall information
- Academic program information
- Information about Indiana University and the community

Upon their arrival, the participants will be involved in a Fulbright Orientation, a three-day IU International Student Orientation, and a week-long ASSP-2 program orientation, and will receive:

- IU campus map
- Schedule of classes
- School of Education Graduate Bulletin
- Orientation schedule
- Registration information
- Location, strengths, and schedules of all relevant IU resource centers
- Student Health Center information
- Health Insurance information
- Bus schedule and map
- Bloomington City map

APPENDIX F

Master of Science Degree
Social Studies Education
(36 Semester Hours)

Categories	Courses	Semester Hours
General Curriculum	Instruction, in the context of curriculum	3
Social Studies Education	Advanced social studies methods at the elementary or secondary level	3
	Two-semester seminar for social studies teachers (designed specifically for ASSP students)	6
Foundations and/or Inquiry Skills	One course chosen from among those offered in the areas of history or philosophy of education, educational psychology, or educational inquiry (statistics, testing, evaluation)	3
History and the Social Sciences	Three courses chosen from among those offered by the following College of Arts and Sciences departments: anthropology, economics, geography, history, political science, psychology, or sociology	9
Electives	Two courses to be chosen under the direction of the advisor from among those offered in education and/or history and social science departments	6
Practica	Two practica, each a semester in length, in social studies in precollegiate or teacher training settings	6
	TOTAL	36

APPENDIX C.

Timeline

ASSP-2 TIMELINE

	1989
Invitation Received	April 19
Proposal Submitted	May
Proposal Accepted	August 1
Selection Process Begins	September
	1990
Arrivals Begin	April
Orientation	April 23-May 7
Summer Session I	
Classes Begin	May 8
Classes End	June 14
Summer Session II	
Classes Begin	June 15
Classes End	August 10
Summer Vacation	August 11-26
First (Fall) Semester	
Classes Begin	August 27
NCSS Trip	November 16-20
Thanksgiving Recess	November 20-25
Last Day of Classes	December 8
Examinations	December 10-14
Winter Vacation	December 15, 1990- January 6, 1991
	1991
Second (Spring) Semester	
Classes Begin	January 7
Spring Recess (enrichment trip to Washington, DC)	March 9-17
Last Day of Classes	April 27
Examinations	April 29-May 3
IU Graduation Ceremony	May 4

Graduation Banquet	May 5
Departure Preparation	May 6-13
Re-Entry Session	May 10
Departures	May 14, 15
IU Billing Clearance	May 16-September 30
Contract End	September 30

APPENDIX D.

Selection of Information Sent to USIS Posts

INDIANA UNIVERSITY

SOCIAL STUDIES DEVELOPMENT CENTER
2805 East Tenth Street
Bloomington, Indiana 47405
(812) 855-3838

AFRICAN SOCIAL STUDIES PROGRAM-2 ASSP-2 1990

26 September 1989

To the USIS Posts:

Greetings from Indiana University, otherwise known as IU. We are enjoying the beginning of beautiful autumn weather here - breezy, blue-sky days and cool, crisp nights! It won't be long before we are surrounded by fluorescent colors!

Let me briefly explain the ASSP program for those of you who haven't heard of it before. Its purpose is to train a cadre of African educators to lead curricular and teacher education reform in social science education in their respective nations. These nations are former British colonies and members of the African Social Studies Programme. They look to U.S./American "social studies" for a model to make social science courses more appropriate to the needs of African children and to serve national development goals.

In practical terms, participants attend IU for one year in pursuit of a 36 credit hour (12 courses) Master of Science (MS) degree in social studies education. A two hour seminar in social studies is designed specifically for the ASSP students. Throughout the year, the program provides a basic foundation of support and guidance - financial, academic, social, cultural. Participants also experience multiple and massive adjustments at the same time as having to perform at top speed. They must adjust to cold weather, single life in a dormitory, institutional and American food, a tremendous loss in professional status, a fast pace, and new academic requirements, in addition to culture shock. The ASSP-1 group took three months to adjust.

It is now recruiting time for the African Social Studies Program - the second round, ASSP-2. I would first like to compliment you on the quality of the candidates whom you recruited for the first program, ASSP-1. With the usual individual variations, the participants basically adjusted very well and worked very hard. Ten of the eleven have completed their degrees and returned home. The eleventh has been delayed because of health reasons, but is expected to finish successfully in December. The "first class" has set an excellent standard!

Those of us who staff the ASSP-2 project here at IU rely on you, as representatives of the USIA in each country involved, to do the initial recruitment of candidates. That is no easy task. To facilitate this process, we compiled the accompanying application packet. It has two parts - **PART I BACKGROUND INFORMATION** and **PART II APPLICATION.** Please feel free to make multiple copies of any enclosure, including the actual application form. The standard IU international student application form has been modified (in ink) to suit this program.

If you recruited for this project before, you will notice that there have been some changes. An MS, instead of an MAT, is the degree being offered. We are being more specific about the candidate who would best fit the program (see enclosures for details). Further, because of the rising cost of graduate school, we can accept only eight (8) participants this year. If there is a third and final year of this program, as it was originally conceived, unsuccessful candidates can reapply.

Please make sure that your final candidate includes all required items in her/his packet. The packet is due at the USIA/Washington office by November 1, 1989. We hope to receive all of the packets at IU by November 3rd or 6th and to send you a final list of participants and alternates by November 14th, or soon after.

We are looking forward to another year of the ASSP project and working with your candidates. If you have any questions, please contact me directly or through Ms. Brenda Lockamy.

Sincerely,

Deborah S. Hutton
Co-Director and Training Coordinator

The African Social Studies Program-2 is sponsored by Indiana University and the Teacher, Text, Technology initiative of the United States Information Agency.

INDIANA UNIVERSITY

SOCIAL STUDIES DEVELOPMENT CENTER
2805 East Tenth Street
Bloomington, Indiana 47405
(812) 855-3838

AFRICAN SOCIAL STUDIES PROGRAM

PART I

BACKGROUND INFORMATION

Includes:
- ° Candidate Profile Guidelines
- ° Master of Science Degree
- ° ASSP-2 (1990) Program Notes
- ° Indiana University/Bloomington Educational Opportunities
- ° The School of Education

INDIANA UNIVERSITY

SOCIAL STUDIES DEVELOPMENT CENTER
2805 East Tenth Street
Bloomington, Indiana 47405
(812) 855-3838

AFRICAN SOCIAL STUDIES PROGRAM

CANDIDATE PROFILE GUIDELINES

Gender: Female or male

Age: Younger, rather than older. If the age of retirement in your country is 55 years, for example, then a candidate of 45 to 55 years is really too old and doesn't offer a good investment of scarce resources and opportunities.

English Language Skills: Excellent skills only (nothing less because of the academic load and pace) in reading, writing, comprehension, and verbal communication.

Education: Preferably with only a bachelor's degree. Again, it is a poor use of scarce resources to give someone a second master's degree.

Subject Interest: This program leads to an M.S. degree in education. It is an education degree with a specialization in the subject called "Social Studies." It is not an arts and science degree with a specialization in a social science subject, such as history. For those with further ambitions, it will lead to an Ed.D. (Doctor of Education) or Ph.D. in education. Their courses will be, approximately, one third (1/3) social studies, one third (1/3) general education, and one third (1/3) social sciences (history, geography, psychology, etc.). THE CANDIDATES NEED TO KNOW THIS!!

Professional Position: This program is intended for people who occupy leadership roles in social studies education. They should currently hold one of the following positions or be a likely candidate to occupy one in the near future. In the latter case, the candidate should provide a letter, in their application packet, in which they are nominated to one of the following positions, upon successful completion of the program.

1. curriculum developer of social studies/social sciences
2. teacher educator (not a lecturer of general students)
3. school inspector of social studies/social sciences
4. equivalent position to above

Master of Science Degree
Social Studies Education
(36 Semester Hours)

Categories	Courses	Semester Hours
General Curriculum	Instruction in the context of curriculum	3
Social Studies Education	Advanced social studies methods at the elementary or secondary level	3
	Two-semester seminar for social studies teachers (designed specifically for ASSP students)	6
Foundations and/or Inquiry Skills	One course chosen from among those offered in the areas of history or philosophy of education, educational psychology, or educational inquiry (statistics, testing, evaluation)	3
History and the Social Sciences	Three courses chosen from among those offered by the following College of Arts and Sciences departments: anthropology, economics, geography, history, political science, psychology, or sociology	9
Electives	Two courses to be chosen under the direction of the advisor from among those offered in education and/or history and social science departments	6
Practica	Two practica, each a semester in length, in social studies in precollegiate or teacher training settings	6
	TOTAL	36

INDIANA UNIVERSITY

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(812) 855-3838

AFRICAN SOCIAL STUDIES PROGRAM

ASSP-2 (1990) PROGRAM NOTES

1. Arrival in Bloomington on December 30th or 31st, 1989.
   Departure from Bloomington on December 15th to 22nd, 1990.

2. Tentative schedule:

Second Semester (1989-90)	
Classes begin	Mon Jan 8
Examinations	Mon Apr 29 - Fri May 3
Summer Session I (1990)	
Classes begin	Tue May 8
Classes end	Thu Jun 14
Summer Session II (1990)	
Classes begin	Fri Jun 15
Classes end	Fri Aug 10
First Semester (1990-91)	
Classes begin	Mon Aug 27
Examinations	Mon Dec 10 - Fri Dec 14

3. For each student, the program will provide:
   - return trip air travel
   - small travel allowance
   - room and board
   - tuition and fees for the M.S. degree, as outlined
   - textbook allowance
   - Indiana University (IU) bus passes
   - settling-in allowance (linens, tea kettle, etc.)
   - monthly stipend (to cover ALL other expences, such as typing, photocopying, Sunday dinner, clothing, entertainment, luxury items, etc., etc., etc.)
   - two social studies professional association memberships and conferences
   - assorted field trips in the local area

4. This program will be exhausting, challenging, rigorous, frustrating, overwhelming, and too focused on academics at times. It will also have been fun, exciting, adventurous, and rewarding. By the time that they return home, the participants may have sampled assorted American foods, become adept on the computer, been welcomed into a local church congregation, "joined" a host family, checked out a few museums, markets, and county fairs, and travelled to at least one other city.

Adviser to International Students. The Office of International Services, located on the Bloomington campus, is a unit with University-wide responsibilities that provides services to international students at Bloomington and coordinates international student services on other campuses. Members of the International Services staff offer advice and assistance to students to help them make a successful adjustment to University and community life, ensuring that their educational experiences are as relevant and rewarding as possible. The Office of International Services is located in Franklin Hall, Room 306, Bloomington, IN 47405. Students entering Indiana University–Purdue University at Indianapolis should consult the Office of International Services, 620 Union Dr., Room 574, Indianapolis, IN 46202-2897. At Indiana University–Purdue University at Fort Wayne, students may consult the Office of International Services, Walb Memorial Union, Room 118, Fort Wayne, IN 47805. Students at Indiana University at South Bend may seek assistance from the Office of International Programs, Northside Hall, Room 320, South Bend, IN 46334. International students enrolled at the other campuses may contact the Office of Admissions on their respective campuses.

Disabled Student Services. The Disabled Student Services staff provides services and referrals for students with physical, hearing, visual, and learning disabilities. Physically disabled students may receive information about wheelchair accessibility, handicapped parking, transportation on a lift-equipped bus, attendant referral, registration assistance, and elevator keys. Students with learning disabilities can get readers, tutors, taped texts, and test proctors. Hearing impaired students can get note-takers, tutors, and referral for interpreters. FM amplification systems are also available for use in classes. Students with visual impairments may receive readers, orientation and mobility training, test proctors, and assistance in ordering taped textbooks. For more information, contact Disabled Student Services, Franklin Hall 096, Indiana University, Bloomington, IN 47405. Questions about disabled student services on other IU campuses should be directed to the Office of Admissions at that campus.

Affirmative Action. Indiana University is an Affirmative Action/Equal Opportunity institution.

Indiana University Bloomington

Educational Opportunities

This pamphlet is especially designed for the person who is not a United States citizen.

July 1989
(Supersedes pamphlet published July 1988)

Office of Admissions
814 E. Third St.
Bloomington, IN 47405 U.S.A.
Cable address: INDVERS
Telex number: 272279

FACSIMILE MAIL NOT ACCEPTED

The School of Education

The School of Education offers the graduate degrees Master of Science in Education, Specialist in Education, and Doctor of Education. For information concerning graduate study, students should write or call the Director of Graduate Studies at the Office of Education Student Services, Education Building 119, Indiana University, Bloomington, Indiana 47405 (812-855-0119) or at the Office of Student Services, Education–Social Work Building 3131, 902 W. New York Street, Indianapolis, Indiana 46223 (317-274-0645). The Ph.D., M.A.T., and M.A. with a major in education are offered through the Graduate School. The Graduate School Bulletin, which provides information about these degrees, is available from the Graduate School, Kirkwood Hall 111, Indiana University, Bloomington, Indiana 47405 (812-855-9345).

History of the School

More than 100 years ago, in 1852, the Indiana General Assembly took the initial step in the development of the School of Education by providing for the establishment in the University of "a Normal Department for instruction in the theory and practice of teaching." The department was established the same year, "with a male and female model school as schools for practice."

The Normal Department was suspended in 1857 and was not revived until 1886, when it became known as the Department of Pedagogy and later as the Department of Education. At that time this department was a part of what is now known as the College of Arts and Sciences. After 1907, when school laws were enacted in Indiana that required pedagogical training for public school teachers, the education courses and faculty were made distinct from those of the College of Arts and Sciences; but a separate School of Education, with the status of full equality with the other professional schools of the University, was not established until May 1923. Since that time the expansion of the School of Education has been both steady and rapid.

Classes in education have been offered in Indianapolis by the University since 1914, when the Extension Division was established. From the beginning, both graduate and undergraduate courses have been offered. As the Indianapolis campus became more active and course offerings became more numerous, the Extension Division was changed to the Division of Campuses. In 1969 it became possible to earn a bachelor's degree in education through what had become known as the Indianapolis regional campus of Indiana University. The following year, the former regional campuses of Indiana University and Purdue University were unified through the establishment of Indiana University-Purdue University at Indianapolis (IUPUI). The Department of Education still, however, was a part of the downtown campus, Indianapolis.

In 1972 the IUPUI Division of Education was established formally with faculty offices and classrooms housed in the Marrott Building (purchased in 1967), 902 N. Meridian Street. In 1975 the Indianapolis and Bloomington facilities were merged into a single School of Education. In January of 1982 the school at Indianapolis was moved to quarters in a new building with exceptional facilities for teacher training on the main IUPUI campus at 902 W. New York Street. Through all these years, the University has cooperated to the fullest with the state in preparing teachers and school administrators to qualify for positions under the Indiana certification laws.

The Henry Lester Smith Center for Research in Education was dedicated to foster University research and development in diverse educational areas. Occupying what was formerly part of the University School in Bloomington, the center houses the Center for Innovation in Teaching the Handicapped (CITH); the Center for Reading and Language Studies; the ERIC Clearinghouse for Reading and Communication Skills; the ERIC Clearinghouse for Social Studies/Social Science Education; the Indiana Center for Evaluation, Programmed Teaching, Research, and Development; the offices for counseling and counselor education, educational psychology, inquiry and methodology, the Social Studies Development Center, and special education. The center was named for the late Dr. Henry Lester Smith, who in his 30 years as dean of the School of Education, 1916-1946, earned an international reputation for leadership in the field and strong commitment to research in education. It was largely through his efforts that the School of Education came to be recognized as a separate school in 1923.

In 1983 Indiana University established the Center for Excellence in Education to develop solutions to problems facing education. In addition to working directly with schools, colleges, universities, and other institutions in Indiana and neighboring states, the center is to serve as a national and international resource. One of its purposes is to become a model facility, one of a kind in the nation, affecting the instruction provided to children, youth, and adults. As part of this role, the Center for Excellence conducts research, produces educational products, trains educational leaders, and develops effective management practices. Featuring the application of technology to education, the center encourages partnerships among schools, universities, businesses and industries, and private and public organizations that offer examples of cooperation among various sectors of society and demonstrate how linkages among groups are developed to improve education.

Although graduate work in education has been offered for a number of years to students taking their advanced work in the Graduate School, graduate degrees were not offered by the School of Education itself until 1930.

Objectives of the School of Education

The School of Education at Indiana University strives to achieve the following objectives:

1. To promote and contribute to disciplined inquiry into all aspects of education.
2. To provide service to the state of Indiana, the nation, and the world for developing the finest possible educational systems.
3. To prepare students to become:
    a. master teachers on both the elementary and the secondary levels, and teachers of special classes;
    b. administrators or supervisors in the public schools of Indiana;
    c. instructors in colleges, universities, and teachers colleges;
    d. administrators, supervisors, or coordinators of special programs;
    e. counselors, school psychologists, and reading specialists;
    f. research workers in the field of education;
    g. directors or instructors for educational programs in nonschool settings of business, industry, and government.

The School of Education is accredited by the National Council for Accreditation of Teacher Education and the North Central Association of Colleges and Secondary Schools and is a member of the American Association of Colleges for Teacher Education.

School of Education Alumni Association

The School of Education Alumni Association was founded in 1951 "to further the educational, professional, and social interests of the School of Education and the alumni individually and collectively." The association sponsors various alumni receptions and functions at state and national conventions. *Chalkboard*, the magazine of the School of Education Alumni Association, is published by the association and distributed to all alumni.

The association, which serves alumni of the School of Education at both Bloomington and IUPUI, also conducts an annual conference to focus on significant education activities of the School of Education and to bring to alumni programs that reflect what is happening in education across the nation. The association's annual business meeting is held during this conference.

The School of Education Alumni Association also administers scholarships from three funds raised by the IU Foundation working together with the association: the School of Education Alumni Association Scholarship Fund, the Wendell W. Wright Scholarship Fund, and the Philip Peak Scholarship Fund for undergraduate scholarships.

INDIANA UNIVERSITY

SOCIAL STUDIES DEVELOPMENT CENTER
2805 East Tenth Street
Bloomington, Indiana 47405
(812) 855-3838

AFRICAN SOCIAL STUDIES PROGRAM

PART II

APPLICATION

Includes:
- IU International Application for Admission
- ASSP-2 (1990) Application Deadlines
- US Visa Information
- Application Packet Notes

rev. summer 1989

Indiana University
International Application for Admission
Office of Admissions, Bloomington, Indiana 47405, U.S.A.

Please print or type.

Indiana University is an Affirmative Action/Equal Opportunity institution.

This application is to be filled out by all non-United States citizens and those educated in countries other than the United States who wish to study in any division of Indiana University at any level—whether candidate for a degree or not. All information except the signature should be typed or printed plainly. Please consult the *Educational Opportunities* pamphlet while completing this application. If you do not have a copy, please request one from the Office of Admissions.

Applications must be complete, including supporting documents, by the following dates:

Proposed Entry Semester	**Application Deadline**
June and August	February 15
January	October 15

NOTE that some programs fill before the above deadlines.

Application fee: A nonrefundable application fee of $35 is required of every applicant. A check or money order should be enclosed when returning the application form.

If you have a **U.S. Social Security Number,** enter it here.* ☐☐☐ ☐☐ ☐☐☐☐

Sex: Please check one.
☐ Female
☐ Male

Proposed Entry Date: Month (Aug., Jan., or June) ________ Year ____

A. PERSONAL DATA

1. **Your full name** ________________________________
(Last-Family) (First-Given-Personal) (Middle or Maiden)
(Use the name as written here in all correspondence.)

2. **Present address** ________________________________
(Street and number) (Town or city) (Province) (Postal Code) (Country)
Telephone Number ________________

3. **Permanent home address** ________________________________
(Street and number) (Town or city) (Province) (Postal Code) (Country)
Telephone Number ________________

4. **Place of birth** ____________ Date of birth (Western calendar) ____________ Citizenship ____________
(City or state and country) (Month, day, year) (Country)

5. Name subject in which you expect to specialize or undertake research ________________
Review our pamphlet *Educational Opportunities* for a listing of major subjects available at each degree level.

6. How long do you plan to stay at Indiana University? ________ Will you be a candidate for a degree? ________
If so, what degree? ________________

7. **If you are already in the United States,** you are required to answer the following questions fully:
(a) On what date did you enter the U.S.? ________________
(b) Type of visa you now hold: Student (F) ____ ; Exchange Visitor (J) ____ ; Government Official ____ ; Other (specify) ____
(c) If you hold an F visa, what institution issued the Form I-20 on which you received your visa? ________________
(d) If you hold a J visa, please answer the following:
Who is the sponsor? ________________ Program Number ________________
Have you permission from the sponsor to transfer here if accepted for admission? ________________
(e) Why do you wish to transfer schools? ________________

8. (Optional) Name and address of one other person in the United States who should receive copies of correspondence concerning your application should mail delivery to you be disrupted.
____

*Those students who do not possess a U.S. Social Security number will be assigned a nine-digit Indiana University student number.

INDIANA UNIVERSITY

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Bloomington, Indiana 47405
(812) 855-3838

AFRICAN SOCIAL STUDIES PROGRAM

ASSP-2 (1990) APPLICATION DEADLINES

NOVEMBER 1, 1989: complete application packets to IU via USIA/Washington (N.B.: transcripts or academic records which are official and original)

NOVEMBER 14, 1989: list of 8 participants and 2 to 4 alternates sent from IU to USIA to posts; that should leave a month and a half for participants to reorganize their lives to attend IU

US VISA INFORMATION

TYPE: J-1

SPONSORING AGENCY: Indiana University

TO BE ISSUED BY: Embassies in home country of each participant

DURATION: December 27, 1989 to December 26, 1990

INDIANA UNIVERSITY

SOCIAL STUDIES DEVELOPMENT CENTER
2805 East Tenth Street
Bloomington, Indiana 47405
(812) 855-3838

AFRICAN SOCIAL STUDIES PROGRAM

APPLICATION PACKET NOTES

1. Each accepted participant is expected to take the TOEFL test in their home country before travelling to Indiana University (IU). Other acceptable alternatives are the ALIGU or the GCE, O-Level, Pass in English Language. Documentation of the score of any of these tests must accompany the application. If time precludes taking the TOEFL or ALIGU, the TOEFL can be taken here. This is the least desirable alternative.

2. The requirement of the GRE test has been waived for this program.

3. "Academic records" requires more than copies of graduation diplomas. Applicants must provide transcripts or detailed academic records which show individual subject grades (letters or numbers). Further, these must be "official" documents, signed and sealed by college authorities. THIS IS CRUCIAL!!

4. Sections "E" and "F" do not have to be filled out.

5. Photos (2), letters of recommendation (3), and the (handwritten) statement of purpose must accompany the application.

6. The application packet of a candidate who will move into a leadership position after the program must include a letter of endorsement. For further explanation, see "ASSP-2 Candidate Profile Guidelines - Professional Position."

7. Please remind the applicant to sign and date the application form on the fourth (4th) page.

8. When in doubt about what to send, send more!

APPENDIX E.

Participant Information

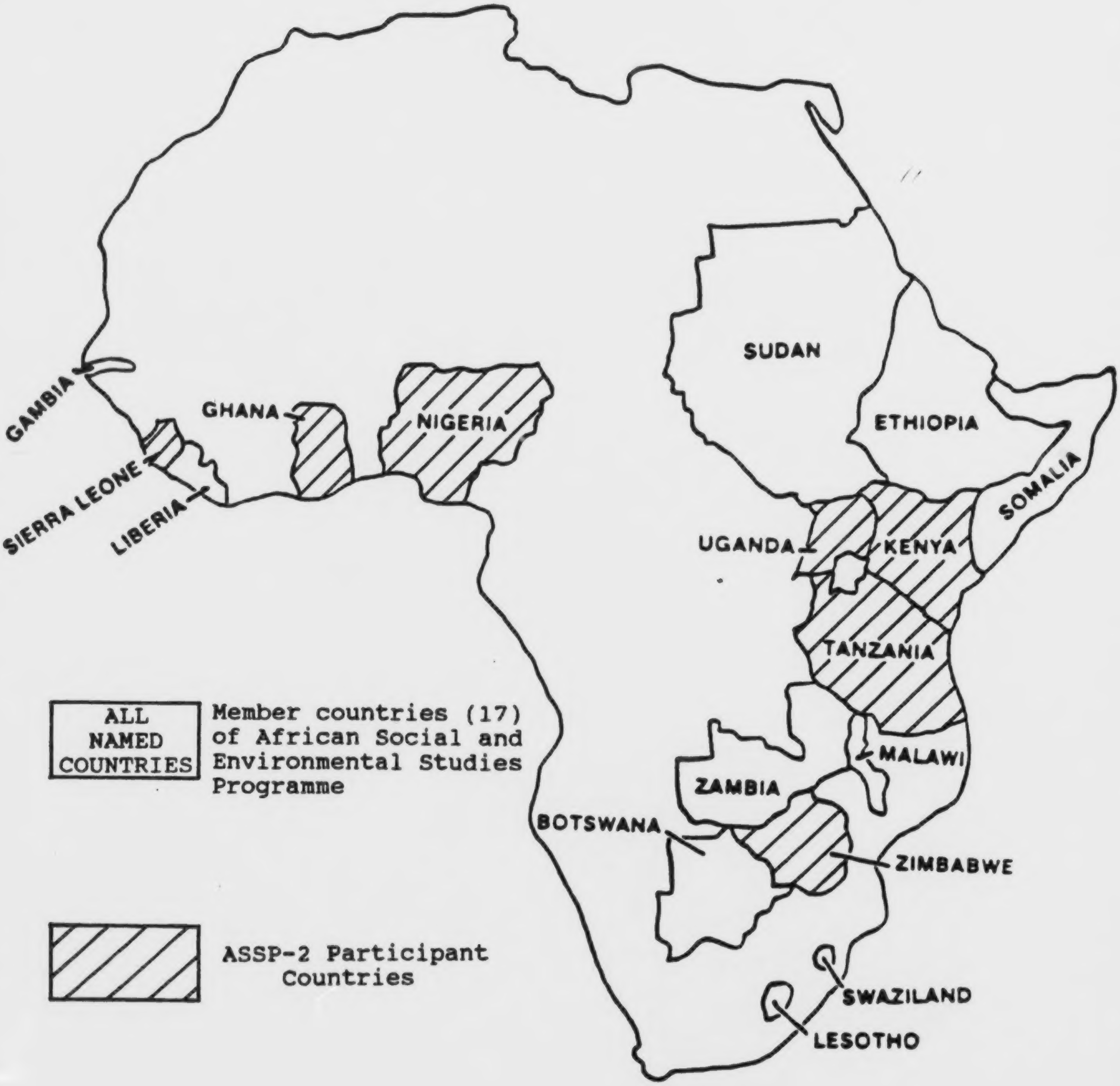
Personal Data on Participants

ASSP-2

Name	Country	Age	Title	*	#
Akorli, Comfort	Ghana	54	Ass't Dir., Curr. R&D		X
Kuona, Conrad	Zimbabwe	48	Ed. Off'r., Min. of Ed.	X	X
Lajaku-Williams, Henrison	Sierra Leone	47	Lecturer/Tchr. Trnr., SS+	X	X
Mosha, Illuminata	Tanzania	44	Curr. Developer	X	X
Salihu, Abdullahi	Nigeria	39	Lecturer/Tchr. Trnr.	X	X
Sanya, Abigail	Kenya	37	Curr. Developer	X	X
Yiga-Matovu, Martin	Uganda	43	Project Coordinator	X	X

* Married
# Children
+ Social Studies

ASSP-2 PARTICIPANT COUNTRIES



APPENDIX F.

M.S. in Ed. Program Outline, List of All Courses Taken by Participants, M.S. in Ed. Program Planner Form, and M.S. in Ed. Course Timetable Form

MASTER OF SCIENCE IN EDUCATION

M.S. (Social Studies) Degree - Outline

I. **School of Education Courses**

A. General Curriculum

J500 - Instruction in Context of Curriculum

B. Special Program Area Basic Course

S519 - Advanced Study in the Teaching of Secondary School Social Studies

C. Specialized Studies

1. M514 - Workshop in Social Studies
2. S503 - Secondary School Curriculum
3. S501 - Seminar for Social Studies Teachers I
4. S502 - Seminar for Social Studies Teachers II

D. Foundational Areas and Inquiry Skills

Elective - chosen from among 12 specific courses

E. Practicum

1. M680 - Internship, Social Studies Education
2. M680 - Internship, Social Studies Education

II. **Graduate School Courses**

Anthropology, Economics, Geography, History, Political Science, Psychology, and/or Sociology

1. Elective ----
2. Elective ---- Each from a different department
3. Elective ----

Total: 12 Courses

M.S. (SOCIAL STUDIES) DEGREE - ALL COURSES TAKEN

CSCI: Computer Science Department, College of Arts and Sciences
EDUC: School of Education
GEOG: Geography Department, College of Arts and Sciences
GRAD: Graduate School
HIST: History Department, College of Arts and Sciences
SOC: Sociology Department, College of Arts and Sciences

CSCI A200 - Computer Literacy

EDUC J500 - Instruction in the Context of Curriculum

EDUC J538 - Curriculum/Instruction Practicum

EDUC M514 - Workshop in Social Studies Education

EDUC M680 - Internship, Social Studies Education

EDUC S503 - Secondary School Curriculum

EDUC S519 - Advanced Study in the Teaching of Secondary School Social Studies

EDUC Y535 - Evaluation Models and Techniques

GEOG G315 - Environmental Conservation

GRAD G590 - Population Analysis

GRAD S501 - Seminar for Social Studies Teachers I

GRAD S502 - Seminar for Social Studies Teachers II

HIST E433 - Conflict in Southern Africa

SOC S409 - Social Context of Schooling

SOC S410 - Topics in Social Organization

ASSP-2
1990/91
Indiana University

NAME: ____________________

SSN: # ____________________

M.S. PROGRAM PLANNER

Social Studies Education

TRACK 1 - Improvement Of Instruction In Social Studies
(36 credit hours)

I: General Curriculum (3 cr):	**EDUC J500 (3 cr)**
II: Special Program Area Basic Course (3 cr):	**EDUC S519 (3 cr)**
III. Specialized Studies (12 cr):	**EDUC M514 (3 cr)**
	EDUC S503 (3 cr)
	GRAD S501 (3 cr)
	GRAD S502 (3 cr)
IV. Foundational Areas and Inquiry Skills (3 cr):	**All EDUC (3 cr) Courses**

H503		**H504**		**H505**
H520	**OR**	**H525**	**OR**	**P501**
P507		**P510**		**P515**
P516		**P540**		**Y535**

V. Electives (9 cr):

All College of Arts and Sciences (COAS) or Graduate School (GRAD) courses.

Three (3) courses from the following departments: Anthropology (ANTH), Economics (ECON), Geography (GEOG), History (HIST), Political Science (POLS), psychology (PSY), or sociology (SOC). One (1) course must be at the graduate level. Choose with advisor.		
(cr)	(cr)	(cr)

VI. Practicum (6 cr):

M680 (3 cr)

M680 (3 cr)

ASSP-2
1990/91
Indiana University

Name: ____________________

SSN: # ____________________

M. S. Course Timetable

1. Summer/90

First Summer Session (I)		Second Summer Session (II)	
	cr		cr
T May 8	R June 14	F June 15	F Aug 10

Intensive I		Intensive II		Intensive III		Intensive IV		Intensive V	
	cr		cr		cr		cr		cr
T May 8	R May 24	T May 29	R June 14	F June 15	T July 3	F July 6	T July 24	W July 25	F Aug 10

---

2. Fall/90-91 (First Semester)

Monday, August 27, 1990 - Friday, December 14, 1990

	cr		cr
	cr		cr
	cr		cr

3.Spring/90-91 (Second Semester)

Monday, January 7, 1991 - Friday, May 3, 1991

	cr		cr
	cr		cr
	cr		cr

4.Summer/91

First Summer Session (I)		Second Summer Session (II)	
	cr		cr
T May 7	R June 13	F June 14	F Aug 9

Intensive I		Intensive II		Intensive III		Intensive IV		Intensive V	
	cr		cr		cr		cr		cr
T May 7	R May ?	T May ?	R June 13	F June 14	T July ?	F July ?	T July ?	W July ?	F Aug 9

ASSP-2
1990/91
Indiana University

NAME: ____________________

SSN: # ____________________

M.S. PROGRAM PLANNER

Social Studies Education

TRACK 3 - Curriculum Development in Social Studies
(39 credit hours)

I:	General Curriculum (3 cr):	EDUC J500 (3 cr)
II:	Special Program Area Basic Course (3 cr):	EDUC S519 (3 cr)
III.	Specialized Studies (12 cr):	EDUC J637 (3 cr)
		EDUC S514 (3 cr)
		GRAD S501 (3 cr)
		EDUC R533 (3cr) or R535 (3cr) or R537 (3cr) or R550 (3cr)

IV. **Foundational Areas and Inquiry Skills (3 cr):**

All EDUC (3 cr) Courses

H503		H504		H505
H520	OR	H525	OR	P501
P507		P510		P515
P516		P540		Y535

V. **Electives (9 cr):**

GRAD S 503 (3cr)

All College of Arts and Sciences (COAS) or Graduate School (GRAD) courses.

Three (3) courses from the following departments: Anthropology (ANTH), Economics (ECON), Geography (GEOG), History (HIST), Political Science (POLS), psychology (PSY), or sociology (SOC). One (1) course must be at the graduate level. Choose with advisor.

(cr)	(cr)	(cr)

VI. **Practicum (6 cr):**

M680 (3 cr)

M680 (3 cr)

APPENDIX G.

Syllabus and Related Materials for S501

S501

SEMINAR FOR SOCIAL STUDIES TEACHERS I

Fall Semester 1990

Instructors:	H. Mehlinger	D. Hutton
	Poplars 801	Smith Research 120
	855-4337	855-3838
	Appointment Only	Appointment Only
Class:	9:05 - 11:30 am	BH 321

Purpose: The purpose of this seminar is to expose participants to a wide range of expert views about the nature and status of the social studies, with the goal of providing appropriate background that could be used in the development of social studies in Africa. The participants encounter these expert opinions through reading, presentations by social studies authorities, and through class discussions.

Grading:

Attendance and Participation	10 %
Assignments (3 papers)	60 %
Final Exam	30 %
Total	100 %

Assignments:

Topics for Papers	Due
1. History and the Social Sciences.	Sep. 28
2. Social Studies Around the World.	Oct. 26
3. Research in the Social Studies.	Nov. 30

Class Schedule (Subject to Change):

#	Date	Topic	Instructor
1	Aug 31	Introduction	HDM/DSH
2	Sep 7	Nature of the Social Studies	HDM/DSH
3	Sep 14	Social Studies in Africa	Merryfield

#	Date	Topic	Instructor
4	Sep 21	Scope and Sequence	HDM/DSH
5	Sep 28	History and the Social Sciences	Mehlinger
6	Oct 5	Field Trip to Conner Prairie and The Children's Museum	HDM/DSH
7	Oct 12	Preservice Teacher Education	Ochoa
8	Oct 19	Multicultural Teacher Education	Bennett
9	Oct 26	In-Service Teacher Education	Holt
10	Nov 2	What Questions Should You Ask?	Barth
11	Nov 9	Preparation for NCSS	Hutton
12	Nov 16	NCSS Annual Meeting, Anaheim, CA	
—	Nov 23	No Class - Thanksgiving Break	
13	Nov 30	Current Research in Social Studies	HDM/DSH Risinger
14	Dec 7	Diffusion of Innovations	Marker
—	Dec 14	Final Exam	
Mon	Dec 17	Grades Due	

See Attached List of Course Texts.

S501 TEXTS

Fall Semester 1990

Instructors: H. Mehlinger and D. Hutton

1. Armento, B. (1986). Research on teaching social studies. In Wittrock, M.C. (ed). *Handbook of Research On Teaching (3rd ed.)*. New York: Macmillan, 942-51.

2. Atwood, V.A. (ed.). (1986). *Elementary School Social Studies: Research As a Guide To Practice*. Washington, D.C.: National Council for the Social Studies, *Bulletin No. 79*.

3. Banks, J.A. with Clegg, Jr., A.A. (1985). *Teaching Strategies for the Social Studies: Inquiry, Valuing, and Decision-Making (3rd ed.)*. New York: Longman.

4. Barth, J.L. (1990). Review of the National Commission On Social Studies In the Schools Report. *Viewpoints*. May/June, 17:3, 44-6.

5. Barth, J.L. (1983). *Elementary and Junior High/Middle School Social Studies Curriculum Activities, and Materials (2nd ed.)*. New York: University Press of America.

6. Barth, J.L. and Shermis, S.S. (1970). Defining the social studies: An exploration of three traditions. *Social Education*. November, 34:7, 743-51.

   and

   Barr. R.D. (1970). The question of our professional identity: Reactions to the Barth/Shermis article. *Social Education*. November, 34:7, 751-4, 759.

7. Bragaw, D.H. (ed.). (1986). *Scope and Sequence: Alternatives for Social Studies*. *Social Education*. November/December, 50:7.

8. Bragaw, D.H. and Hartoonian, H.M. (1988). Social studies: The study of people in society. In Brandt, R.S. (ed.). *Content of the Curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development , *Yearbook*, 9-29.

9. Brophy, J. (1990). *Teaching Social Studies For Understanding and Higher Order Applications*. East Lansing, MI: Center for the Learning and Teaching of Elementary Subjects, Michigan State University.

10. Butts, R.F. (1980). *The Revival of Civic Learning: A Rationale for Citizenship Education in American Schools*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

11. Cornbleth, C. (ed.). (1986). *An Invitation To Research In Social Education*. Washington, D.C.: National Council for the Social Studies, *Bulletin No 77*.

12. *Charting a Course: Social Studies for the 21st Century*. (1989). Washington, D.C.: National Commission On Social Studies In the Schools.

13. Engle, S.H. (1960). Decision Making: The Heart of Social Studies Instruction. *Social Education*. November, 24, 301-4, 306.

14. Leming, J.S. (1989). The two cultures of social studies education. *Social Education*. October, 53:6, 404-8.

and

Marker, G.W. (1990). Letters: The two cultures of social studies education. *Social Education*. March, 54:3, 127, 130.

15. Longstreet, W.S. (1985). Citizenship: The phantom core of social studies curriculum. *Theory and Research in Social Education*. Summer, XIII: 2, 21-9.

16. Marker, G. and Mehlinger, H. (1990). Social studies. In Jackson, P.W. (ed.). *Handbook of Research on Curriculum*. Project of the American Educational Research Association.

17. Martorella, P.H. (1985). Elementary Social Studies: Developing Reflective, Competent, and Concerned Citizens. Glenview, IL: Scott, Foresman and Co.

18. Mehlinger, H.D. (ed.). (1981). UNESCO Handbook for the Teaching of Social Studies. London: Croom Helm.

19. Mehlinger, H.D. and Davis, Jr., O.L. (eds.). (1981). The Social Studies (Eightieth Yearbook of the National Society for the Study of Education). Chicago, IL: The University of Chicago Press.

20. Mehlinger, H.D. and Tucker, J.L. (1979). Teaching Social Studies In Other Nations. Washington, D.C.: National Council for the Social Studies, Bulletin No. 60.

21. Merryfield, M.M. (1988). Twenty-five years of social studies education in selected African nations. The Social Studies. November/December, 79:6, 281-7.

22. Merryfield, M.M. and Muyanda-Mutebi, P. (1990). Research on social studies in Africa. In Shaver, J.P. (ed.). Handbook of Research On Social Studies Teaching and and Learning. New York: Macmillan.

23. Nigerian Journal of Social Studies. (1989). October, 1:1&2.

24. Ochoa, A.S. (1977). The social studies teacher: An exploration of ethical behavior. Theory and Research In Social Education. August, V:II, 70-80.

25. Popkewitz, T.S. and Tabachnick, B.R. (eds.). (1982). Theory and Research In Social Education. Winter, 9:4 :

Popkewitz, T.S. and Tabachnick, B.R. Theory and social education: The theme and the issue. iv-viii.

Shaver, J.P. Reappraising the theoretical goals of research in social education. 1-16.

Giroux, H.A. Culture and rationality in Frankfurt School thought: Ideological foundations for a theory of social education. 17-55.

Cherryholmes, C.H. Discourse and criticism in the social studies classroom. 57-73.

26. Report of the ad hoc committee on scope and sequence, August 1988. (1989). *Social Education*. October, 53:6, 375-6.

and

In search of a scope and sequence for social studies: Report of the National Council for the Social Studies Task Force on Scope and Sequence, July 1, 1989. (1989). *Social Education*. October, 53:6, 376-87.

27. Rogers, V., Roberts, A.D., and Weinland, T.P. (eds.). (1988). *Teaching Social Studies: Portraits From the Classroom*. Washington, D.C.: National Council for the Social Studies, *Bulletin No. 82*.

28. Roselle, D. and Singleton, L.R. *A Parent's Guide to the Social Studies*. Washington, D.C.: National Council for the Social Studies.

29. Ross, E.W. and Fleury, S.C. (1989). *Cultural Literacy*. *Social Science Record*. Fall, 26:2, 5-36.

30. *(The) Social Education Framework: P-10: Effective Participation In Society* (Discussion Draft). (1987). Victoria, Australia: Ministry of Education.

31. VanSickle, R.L. (1990). The personal relevance of the social studies. *Social Education*. January, 23-7, 59.

32. Weakland, J.E. (ed.). (1989). *Southern Africa: The Demand for Development Is Changing Social Education*. *The International Journal of Social Education*, Autumn, 4:2.

33. Wronski, S.P. and Bragaw, D.H. (eds.). (1986). *Social Studies and Social Sciences: A Fifty-Year Perspective*. Washington, D.C.: National Council for the Social Studies, *Bulletin No. 78*.

H. Mehlinger
D. Hutton

S501

Fall 1990

Paper #1

Title: "The Role of (Academic Discipline) in the Social Studies"

Due: Friday, September 28, 1990 (in class)

Value: 20 % of Final Grade

Format:

- Typed
- Double-Spaced
- No more than 15 pages
- Citations

Guidelines:

A. Summarize the main ideas/themes/directions of this academic discipline.

B. Identify and justify the main interesting aspects (both content and process) of this academic discipline that are highly relevant to social studies.

Academic Disciplines:

Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology.

H. Mehlinger
D. Hutton

S501

Fall 1990
Indiana University

Paper #2

Title: "Social Studies Around the World: ____(country)______"

Due: Friday, October 26, 1990 (in class)

Value: 20 % of Final Grade

Format:
- Typed
- Double-Spaced
- No more than 15 pages
- Citations

Parts:

A. Overview - What is "social studies" in ______? What are the purpose, goals, scope and sequence, requirements, grades, etc., etc.?

B. Comparison - Social studies in ______ compared to what you have been learning about US social studies.

C. Application - What, from the social studies in ______, would be relevant to your country's social studies? Give reasons; elaborate.

H. Mehlinger
D. Hutton

S501

Fall 1990
Indiana University

Paper #3

Title: "Research in the Social Studies: (pick your own topic)"

Due: Friday, December 7, 1990 (in class)

Value: 20 % of Final Grade

Format:
- Typed
- Double-Spaced
- No more than 15 pages
- Citations
- *Very* formal (something that could be published)

Guidelines:

A. Summarize the research on your chosen topic.

B. Initial sources of research
  - an ERIC search
  - bibliographies of Marker & Mehlinger, Armento, Atwood (in library; borrow), Merryfield & Muyanda-Mutebi
  - *Theory and Research in Social Education*.

Parts:

A. Introduction - which indicates the importance of the topic

B. Body - which summarizes the results of the research, organized in a way that makes sense

C. Conclusion - author's comments re: future needs

Indiana University
Fall 90/91

H. Mehlinger
D. Hutton

GRAD S501
Section 1073
FINAL EXAMINATION

Date: Wednesday, 12 December 1990
Time: 2:00 - 4:00 pm
Place: Smith Research 130

Format: In the bluebooks provided, address the situation outlined below. Please be sure to:

1. Print the following on the cover of **EVERY** bluebook that you use:
    a. GRAD S501, Section 1073
    b. Fall 90/91, Indiana University
    c. Your name
    d. Your social security number
2. Number **EACH** of your bluebooks in block sequence; e.g., 1 of 3, 2 of 3, 3 of 3. (You will not be able to do this until you are finished and know how many bluebooks you have filled.)
3. Write on only **ONE** side of each sheet, i.e., every other page.
4. Write **CLEARLY** and **LEGIBLY**!!!
5. Follow the basic principles of good writing: introduction, body, conclusion; good transitions, descriptions, analyses; parallel construction, etc.

SITUATION
You are attending a Regional ASESP Social Studies Workshop. The one-hour, small-group presentation that you have prepared is all ready to go. It does not happen until tomorrow, so today you are just enjoying the people and the proceedings.

You have just found a seat to listen to the morning's keynote speaker. You are pondering which presentation to attend after the speech and before the luncheon. Peter Muyanda-Mutebi, ASESP Executive Director and chairperson of the workshop, sits down beside you and, after polite greetings, says, "Something terrible has happened! I need your help!"

Dr. Muyanda-Mutebi goes on to explain that he has just received a call about the luncheon's keynote speaker. She was admitted to the hospital with abdominal pains and cannot give her prepared speech. Neither can anyone read it for her, since we haven't a copy of it.

"Could you please fill in as the luncheon keynote speaker? There are two hours until the luncheon begins, so there is a little time for you to prepare something. This is what I would like you to do:

1. Discuss three (3) to five (5) main trends, issues, and/or problems confronting social studies in the United States today.
2. What have you learned from these debates that could be used to strengthen social studies in ____(your country or region)____?

"Thank you so much for agreeing to do this for us at the eleventh hour, so to speak. Everyone will be very pleased, I'm sure, and I know that you will do a wonderful job."

* Your speech can be based on applicability to your own country or your region of Africa, but not to the whole of Africa.

* Give reasons for your comments. Do not make statements of application or analysis without including appropriate reasons/justifications.

APPENDIX H.

Syllabus and Related Materials for S502

GRAD S502
SEC# 1062

SEMINAR FOR SOCIAL STUDIES TEACHERS II

Spring Semester 1990/91

Instructors:	H. Mehlinger Poplars 801 855-4337 Appointment Only	D. Hutton Smith Research 120 855-3838 Appointment Only
Class:	9:00 - 11:30 am	BH 149

Purpose: The purpose of this seminar is to prepare participants for the leadership roles in curriculum development that they will fill upon their return to Africa. This purpose will be addressed in two ways: by the exposure to alternative approaches to curriculum development and by the experience of actually developing a publishable social studies handbook for use in Africa.

Grading:		
	Attendance and Participation	30%
	Written Contribution to Handbook	70%
	Total	100%

(Class Schedule: see attached)

Spring 90/91
Indiana University
F 9:00-11:30 am
BH 149

CLASS SCHEDULE
(subject to change)

GRAD S502
Sec# 1062

H. Mehlinger
D. Hutton

#	Date	Topic	Instructor(s)
1	Jan 11	Introduction to course and readings Publication-discussion	HDM/DSH
2	18	Readings-discussion Publication-discussion	HDM/DSH
3	23,24? ~~25~~	Table of Contents-	HDM/DSH
4	Feb 1 am + pm	Making Instructional Tools from Indigenous Materials	J.+B. Barth
5	8	Snowdate for Feb. 1 presentation/ Work day	
6	14 15 16	Retreat	HDM/DSH
7	22	Individual consultations by appointment	
8	Mar 1	Individual consultations by appointment	
9	–	Brief report to group with outline of chapter content	HDM/DSH
–	15	No Class: Spring Break	
10	22	Diffusion of Innovations	G. Marker
11	29	Qualitative Research in African Context	M. Merryfield
12	Apr 5	Text of chapter due- copies for everyone (6+2=8) Grant writing in U.S. Context	
13	12 am + pm	Full day review of publication	HDM/DSH
14	19	Final individual consultations	
15	26	Final copy of chapter due ICSS presentation + conference	
–			
Mon	6	Grades Due	

S502 PUBLICATION NOTES 2/16/91

A. BASIC BOOK ORGANIZATION

PART I - What is Integrated Social Studies?
- >Definition of Integrated Social Studies
- >Rationale and Development of Integrated Social Studies

PART II - So What Do I Actually Teach?
- >Scope
- >Methodologies
- >Roles of History and the Social Sciences

PART III - Theme Chapters (in order)

1. Cultural Studies...........Henrison Lajaku-Williams
2. Environment/Health..........Martin Yiga-Matovu
3. Peace.......................Illuminata Mosha
4. Interdependence.............Abdullahi Salihu
5. Moral Education.............Howard Mehlinger & Conrad Kuona
6. Population..................Abigail Sanya
7. Government..................Conrad Kuona
8. Production & Distribution...Henrison Lajaku-Williams, Abdullahi Salihu, Abigail Sanya & Martin Yiga-Matovu

CONCLUSION

B. PROJECTED PAGE NUMBERS

PART I	10	
PART II	23	
PART III(*)	280	* 35 pages per theme chapter
CONCLUSION	4	
TOTAL:	317 pages	

C. MODEL FOR EACH THEME CHAPTER

	# Pages(*)
1. Introduction to the Chapter -contents -outcomes/purpose	1
2. Overview of the Theme -why do children need to learn about this theme? -what is the substance of this theme? -what are some suggestions for inclusion in the curriculum?	5
3. Sample Lessons	20
4. Further Suggestions for the Teacher -activities -resources	3
5. Glossary	.5
6. Brief Bibliography	.5
Total Length of Chapter:	30-35

* 1 page = double spaced, typed, manuscript

D. MODEL FOR SAMPLE LESSONS

FOCUS: *Good Ideas*

FORMAT: -open to variety and creativity
-clarity

BASIC INFORMATION: -enough to be able to do the lesson/activity immediately

SAMPLE LESSONS COULD INCLUDE SOME OF:

-topic
-overview
-objectives
-concepts
-skills
-attitudes/values
-learning activities
-learning resources
-evaluation (student)
-remarks

LEARNING ACTIVITIES COULD INCLUDE SOME OF:

-steps
-resources/materials needed
-time frame
-evaluation
-level (grade)
-other level (grade) ideas

E. OTHER ISSUES

1. graphics - provide simple graphs or illustrations in appropriate places or type

   e.g. Photograph of local family scene goes here in the appropriate place.

2. language - African usage for choice of words or spelling

3. writing style - optional for now - writer's choice

APPENDIX I.

NCSS Presentation Materials

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

3501 Newark Street, NW • Washington, DC 20016-3167
TEL (202) 966-7840 • FAX (202) 966-2061

Presentation: **AFRICAN EDUCATORS DISCUSS SOCIAL STUDIES AS CITIZENSHIP EDUCATION IN THEIR COUNTRIES**

Chairperson: James L. Barth (United States - Purdue University)

Presentors:
Comfort Akorli (Ghana)
Deborah Hutton (United States - Indiana University)
Conrad Kuona (Zimbabwe)
Henrison Lajaku-Williams (Sierra Leone)
Illuminata Mosha (Tanzania)
Abdullahi Salihu (Nigeria)
Abigail Sanya (Kenya)
Josiah Tlou (United States - Virginia Tech University)
Martin Yiga-Matovu (Uganda)

National Council for the Social Studies
Annual Meeting
Anaheim, California
November 18, 1990

NCSS Annual Meetings

70th	*November 16-19, 1990*	*Anaheim, California*	73rd	*November 19-22, 1993*	*Nashville, Tennessee*
71st	*November 22-25, 1991*	*Washington, D.C.*	74th	*November 11-14, 1994*	*Denver, Colorado*
72nd	*November 20-23, 1992*	*Detroit, Michigan*	75th	*November 10-13, 1995*	*Chicago, Illinois*

International Social Studies Conference on the Caribbean - *June 20-23, 1991* *Miami, Florida*

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

3501 Newark Street, NW • Washington, DC 20016-3167
TEL (202) 966-7840 • FAX (202) 966-2061

Presentation: SHOWCASE: AFRICA

Chairperson: Deborah S. Hutton (United States - Indiana University)

Presentors:
Comfort Akorli (Ghana)
Carolyn Johnson (Unites States - Purdue University)
Conrad Kuona (Zimbabwe)
Henrison Lajaku-Williams (Sierra Leone)
Merry Merryfield (United States - Ohio State University)
Illuminata Mosha (Tanzania)
Abdullahi Salihu (Nigeria)
Abigail Sanya (Kenya)
Audrey Shabbas (United States)
Angene Wilson (United States)
Martin Yiga-Matovu (Uganda)

National Council for the Social Studies
Annual Meeting
Anaheim, California
November 18, 1990

NCSS Annual Meetings

70th	*November 16-19, 1990*	*Anaheim, California*	73rd	*November 19-22, 1993*	*Nashville, Tennessee*
71st	*November 22-25, 1991*	*Washington, D.C.*	74th	*November 11-14, 1994*	*Denver, Colorado*
72nd	*November 20-23, 1992*	*Detroit, Michigan*	75th	*November 10-13, 1995*	*Chicago, Illinois*

International Social Studies Conference on the Caribbean • June 20-23, 1991 Miami, Florida

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

3501 Newark Street, NW • Washington, DC 20016-3167
TEL (202) 966-7840 • FAX (202) 966-2061

Presentation: THE CHANGING ROLES OF WOMEN IN AFRICA

Chairperson: Merry Merryfield (United States - Ohio State University)

Presentors: Comfort Akorli (Ghana)
Illuminata Mosha (Tanzania)
Abigail Sanya (Kenya)

National Council for the Social Studies
Annual Meeting
Anaheim, California
November 18, 1990

NCSS Annual Meetings

70th	*November 16-19, 1990*	*Anaheim, California*	73rd	*November 19-22, 1993*	*Nashville, Tennessee*
71st	*November 22-25, 1991*	*Washington, D.C.*	74th	*November 11-14, 1994*	*Denver, Colorado*
72nd	*November 20-23, 1992*	*Detroit, Michigan*	75th	*November 10-13, 1995*	*Chicago, Illinois*

International Social Studies Conference on the Caribbean • June 20-23, 1991 Miami, Florida

APPENDIX J.

ICSS Presentation Materials

INDIANA UNIVERSITY

SOCIAL STUDIES DEVELOPMENT CENTER
2805 East Tenth Street
Bloomington, Indiana 47405
(812) 855-3838

Lessons from Africa

A Supplement to Middle School Courses in World Cultures, Global Studies, and World Geography

AFRICAN REALITIES: A TELESCOPIC VIEW

Chairperson: Deborah S. Hutton

Presentors: Comfort Akorli (Ghana)
Conrad Kuona (Zimbabwe)
Henrison Lajaku-Williams (Sierra Leone)
Illuminata Mosha (Tanzania)
Abdullahi Salihu (Nigeria)
Abigail Sanya (Kenya)
Martin Yiga-Matovu (Uganda)

Indiana Council for the Social Studies
Bloomington, Indiana
April 26, 1991

Indiana Council for the Social Studies
Bloomington, Indiana
April 26, 1991

AFRICAN REALITIES: A TELESCOPIC VIEW

A. Typical stereotypes that Americans have about Africa and Africans:

1. Africa is a country. e.g. "Who is the President of Africa?"
2. Much of Africa is South Africa. e.g. "You are from Nigeria, is this in South Africa?"
3. The culture of Africa is homogeneous.
4. Africans don't live in houses, but on trees and in caves.
5. African culture is mostly rituals. e.g. initiations.
6. Africa is a jungle - people co-exist with animals such as lions, tigers and leopards.
7. Africa is a continent of much misery - hunger, malnutrition, and diseases are rampant.
8. Africans move about half naked, poorly attired, and barefoot.
9. Africans are "primitive" and "backward".
10. AIDS is from Africa. 80% of subsaharan Africa has AIDS.
11. There are no cars in Africa.

B. Places in America where Africa is grossly misrepresented:

1. news media
2. school textbooks
3. general knowledge

SOCIAL STUDIES AND THE THREE R'S: RIGHTS, RESPECT AND RESPONSIBILITY

A Synopsis of an Oral Presentation
by
The African Social Studies Program
of
Indiana University Bloomington

Presenters: Comfort Akorli, Ghana; Conrad Kuona, Zimbabwe; Illuminata Mosha, Tanzania; Abdullahi Salihu, Nigeria; Abigail Sanya, Kenya; Henrison Lajaku-Williams, Sierra Leone; Martin Yiga-Matovu, Uganda.

****

This social studies conference has the theme of the three R's, Rights, Respect, and Responsibility. On the other hand this group promised to present a telescopic view of African realities. In this context, we feel justified to start by turning attention to ways in which traditional African systems sought to enhance the three R's that are central to this conference.

The three R's were natural elements of our pre-colonial education systems which emphasized, above all

Rights	to education for social participation to freedoms granted by society
Respect	for oneself for elders and authority for society's aspirations
Responsibility	for self advancement for survival of the family and the lineage for protection/defence of community values and interests

Unfortunately, the axis tilted against this emphasis with the arrival of European influences. First were the Christian missionaries, who provided the initial shipping and handling services for a new set of three R's which emphasized literacy and numeracy at the expense of functional education. We soon learned to **Read**, to **'Rite** and **'Rithmetic**. By replacing the original emphasis on real education, these new three R's soon created an elite so far removed from the realities of African societies that for a long time the new systems of education served only to create an elite that served only the interests of the colonial/ missionary alliance. Worse still, education which had been the right of all was relegated to the status of privilege of a few.

This negative is hardly surprising, for an education system transplanted from one culture to another without any adjustments to cater for cultural context is as much in danger of an erosion of its own quality as it is a risk to the quality of life of its intended clients. So it was with western education in Africa.

Indeed the education that was initially introduced and called African turned out to be a second rate social service exported from Britain, France, Portugal, etc.

The present attempts to strengthen social studies and make it more immediately relevant to our national aspirations, we are trying to wind the clock back to the lost glories of real education which emphasizes:

1. development of the child's physical and intellectual skills
2. development of character
3. acquisition of specific vocational training to promote a healthy attitude towards honest work
4. inculcation of respect for elders and authority
5. nurturing a sense of belonging and to encourage active participation in family and community affairs
6. understanding, appreciation, and promotion of the cultural heritage of the community at large.

By an obvious implication, we are rejecting and correcting the myth that the concept of education was brought to Africa by any group of foreigners. Instead we are strongly suggesting that a new system of education mostly concerned with knowledge undermined indigenous systems that focused on values, skills and attitudes.

APPENDIX K.

Personnel Duties and Bio-Data

PERSONNEL DUTIES AND BIO-DATA

Duties

Director (10% time) -- Oversee all activities of the project; account manager; co-teach S501 and S502 courses.

Training Coordinator (1/2 time) -- Plan all activities; oversee budget details; coordinate project personnel; co-teach S501 and S502 courses; escort all trips; trouble-shoot for the project.

Project Assistant (1/2 time) -- Secretarial work; keep account records; make arrangements for all support services; airport (and other) pickups; facilitate cultural events; orient to American life and history; liaison with non-university services; many other varied tasks.

Liaison (first 4 months of program) -- Explain the Bloomington community or IU academic system to the participants; explain cultural needs and norms of the participants to the personnel; trouble-shoot for the participants; meet with the group as needed; be available for telephone consultation; guide shopping trips.

Project Clerk (1/4 time) -- Secretarial work; accompany participants on various cultural events; airport (and other) pickups; mailings for the project; computer work; make charts; photocopy and file papers; many other varied tasks.

Bio-Data

Howard Mehlinger -- Director, ASSP-2, ASSP-1. Howard Mehlinger is a Professor of Education and History, and Director of the Center for Excellence in Education and the Co-Director of the Center for the Study of Soviet Education, both at Indiana University. He has lectured in Africa and has been a consultant to African colleges, universities, and ministries of education on topics associated with African social studies. In 1977 he was President of the National Council for the Social Studies and is a member of the National Commission on the Social Studies that is engaged in a major re-examination of social studies in American schools.

Deborah Hutton -- Co-Director, ASSP-2, ASSP-1. Ph.D. candidate, Major: Curriculum and Instruction (Social and Global Studies), Minor: East Asian Studies; Canadian citizen; Research or Project Assistant for: Strengthening Social Studies Education in Africa, US-USSR Soviet Textbook Project, Internationalizing Teacher Education, and IU-Hangzhou Exchange Program; taught 3 years in Canada; lived in China (PRC) for 4 months and Europe for 9 months.

Nancy Gordon -- Project Assistant, ASSP-2. M.S., College Student Personnel Administration; M.A., Comparative Religion; Consulting editor, history, Scott Foresman Textbook Publisher; Adjunct Professor, world history, IU-Indianapolis; Student teacher supervisor; Consultant in country, Imperial Government of Iran, 2 years; Secondary social studies teacher, 3 years.

Joseph Arthur-Asmah -- Liason, ASSP-2. Ph.D. candidate, Major: Philosophy of Education, Minor: Higher Education; Ghanaian citizen; Graduate Assistant, IU School of Education; Manager of IU Main Library cafeteria, 4 years; Lived with family of four children and wife in United States while completing all undergraduate and graduate education.

Laura Trimpe -- Project Clerk, ASSP-2. Undergraduate (junior), Secondary Mathematics Education; Chairperson, Student Athletic Board, 3 years; Taught summer sports camps for grades 4-9, 5 summers; Member, Golden Key Honor Society.

APPENDIX L.

Africa Today Workshop

INDIANA UNIVERSITY

SOCIAL STUDIES DEVELOPMENT CENTER
Coordinator for School Social Studies
2805 East 10th Street, Room 110
Bloomington, Indiana 47405
(812) 855-3584

AFRICA TODAY WORKSHOP

Chairperson: Evelyn Holt (United States - Indiana University)

Presentors: Comfort Akorli (Ghana)
Contad Kuona (Zimbabwe)
Henrison Lajaku-Williams (Sierra Leone)
Illuminata Mosha (Tanzania)
Abdullahi Salihu (Nigeria)
Abigail Sanya (Kenya)
Martin Yiga-Matovu (Uganda)

Sponsored by the Indiana University Office of the Coordinator
for School Social Studies
and the African Studies Program
Bloomington, Indiana
July 12-15, 1990

APPENDIX M.

Participants' Graduating Grade Point Average (GPAs)

PARTICIPANTS' GRADE POINT AVERAGES (GPAs)

ASSP-2

NAME	COUNTRY	DEGREE	LETTER GRADE EQUAL	FINAL GPA ON 4.0 SCALE
Akorli, Comfort	Ghana	MS	A-	3.85
Kuona, Conrad	Zimbabwe	MS	A-	3.90
Lajaku-Williams, Henrison	Sierra Leone	MS	A	4.00
Mosha, Illumanata	Tanzania	MS	A-	3.90
Salihu, Abdullahi	Nigeria	MS	B+	3.48
Sanya, Abigail	Kenya	MS	A-	3.87
Yiga-Matovu, Martin	Uganda	MS	A-	3.89
		ASSP-2 AVERAGE	A-	3.84

Academic Regulations

Grading System

Grades are awarded on the following basis:

A	4.0	Excellent
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Poor
D-	.7	
F		Unsatisfactory

APPENDIX N.

Project Diploma (Copy)

Indiana University

School of Education

Certifies That

Has Completed the
African Social Studies Program

in the year of

Director, ASSP

Dean, School of Education

Date

APPENDIX O.

Group Photograph (Copy)

AFRICAN SOCIAL STUDIES PROGRAM

ASSP-2 1990 - 91

INDIANA UNIVERSITY
Bloomington, Indiana, USA

BEST COPY AVAILABLE

APPENDIX P.

Project Tee-Shirt (Copy of Words Only)

AFRICAN SOCIAL STUDIES PROGRAM

ASSP - 2

1990 - 1991

Indiana University

APPENDIX Q.

Orientation Activities and Distributed Materials

Orientation ASSP-2/90

ORIENTATION SCHEDULE
AFRICAN SOCIAL STUDIES PROGRAM - 2

Monday	April 23, 1990
1PM	Meet Deb Hutton, main lobby of Eigenmann Hall; bring bus pass.
1-3:30PM	Smith Research Center, Room 170 Introduction to the African Social Studies Program - 2 Tour of the Social Studies Development Center (SSDC) and Social Studies Curriculum Resource Center (SSCRC) Description of Master of Science (MS) Program
Tuesday	April 24, 1990
12:45 PM	Meet Deb in the main lobby of Eigenmann Hall; bring bus pass, pen/pencil, paper, briefcase/bookbag to hold handouts
1-2 PM	Tour of the School of Education
2:30-4PM	Tour of the Main Library. Introduction to the IO (Indiana On-line) library computer Tour of the African Reference Section by Nancy Schmidt.
Wednesday	April 25, 1990
9 AM	Tour of International Center and Welcome/Introduction to Dr. Lilian Kozial, Director
PM	OPEN
Thursday	April 26, 1990
	Order your bag lunch for tomorrow's trip in the Eigenmann Cafeteria at breakfast today!
1PM	Tour of the School of Education Library, Gwen Pershing
2-4PM	Smith Research Center, Room 117 A discussion on Money Matters. Preparation for M.S. course selection
Friday	April 27, 1990
11:30AM	Meet Deb and Roger in the main lobby of Eigenmann Hall; bring your bag lunch, comfortable clothes and shoes, maps of Bloomington, pen/pencil, sun glasses? Van trip around campus, College Mall and Downtown Bloomington. Location of shopping, international markets, etc. On-going discussion of handling money, comparative shopping, American life norms, restaurants, tips, habits,campus life, etc.

Monday	April 30, 1990
9:30-11:30 AM	Smith Research Center, Room 117 Individual M.S. Program Counseling; bring pen/pencil, note pad.
Tuesday	May 1, 1990
2-5PM	Smith Research Center - Room 117 **Graduate Level Academics**; bring pen/pencil, note pad.
Wednesday	May 2, 1990
1 PM	Meet in front of the Learning Skills Center (316 North Jordan).
1-2 PM	Tour of the Learning Skills Center by Sue McIntyre.
2:30-4 PM	Tour of the Black Culture Center (109 North Jordan) by Caramel Russell.
Thursday	May 3, 1990
1:30 PM	Meet Deb (Roger) in the lobby of Eigenmann Hall. Bring bus passes, notepads, pen/pencil.
2-4 PM	IBM computer Jump Start Program course in Word Perfect. Indiana Memorial Union, Micro Teaching Center, Room 059A, Heather Sabadin Powell.
Friday	May 4, 1990 OPEN
Monday	May 7, 1990
11:30 AM	Meet at the University Gates at Indiana and Kirkwood Registration (en masse); bring ID card, list of summer courses, summer class schedule, registration ticket.
2-5 PM	Smith Research Center, Room 117 **Attitude Adjustment Seminar**. Questions and answers, fears,concerns, doubts. Orientation evaluation forms.

Orientation - Distributed Materials

I. Prior to Departure from Africa

a) letter of welcome
b) graduate residence hall information brochure
c) IU information sheet
d) Bloomington community information brochure
e) International Center "Welcome to I.U." brochure
f) "Suggestions for Things to Bring With You" list (see attached)
g) Bloomington campus 7-year academic calendar, marked for ASSP-2 (see attached)
h) List of advice from ASSP-1 participants (see attached)

II. Upon Arrival to Bloomington

a) map of campus
b) IU campus bus service schedule and general information
c) IU campus guide and parking regulations
d) Eigenmann center guide
e) SSDC/ERIC brochure and product catalog
f) 1988-90 Hoosier guide
g) summary of the African social studies programme
h) MS degree program planner and program timetable
i) College of Arts and Sciences Bulletin (course descriptions)
j) School of Education Bulletin (course descriptions)
k) Summer Sessions, 1990-91, Schedule of Classes

SUGGESTIONS FOR THINGS TO BRING WITH YOU

1. Typical items of clothing from your country for the "African Evening" Program and other possible events.

2. Any small gifts you may wish to present during the year. We highly recommend typical hand made crafts.

3. Any special foods that are canned or in jars that you cannot live without and that you think will be unavailable.

4. Prescription medicine if it is less expensive only. Prescriptions/descriptions for medicine, even if you don't buy it at home.

5. Any item that is so much a part of your daily life that you want it with you here, too.

6. Typical weavings or cloth to decorate your dormitory room, to serve as a bedspread, etc.

7. Pictures of family and friends and favorite music, posters, knickknacks to help make your dormitory room more like home.

8. An extra pair of eyeglasses/contact lenses and the prescription for your glasses if you wear them.

9. Examples of your country's Social Studies curricula, textbooks, exams, etc. to compare and wwork with.

10. A tourist book about your country, inexpensive, but with photographs to show friends where you are from. Other country stuff, music, tapes, map, posters. Small musical instruments. Pictures of important ceremonies in your country. Naming ceremony, weddings, etc.

It is unnecessary for you to bring toiletries or school supplies. If you already own clothing for winter weather, please bring that with you. However, winter clothing is readily available and possibly less expensive here if you plan to purchase it.

If you intend to buy clothing for friends and relatives, bring their measurements with you, since sizes may not translate easily into American sizes.

Bloomington Campus 7-Year Calendar

(Tentative, subject to change)

First Semester	Day	**1988-89**	**1989-90**	**1990-91**	**1991-92**	**1992-93**	**1993-94**	**1994-95**
Classes begin	M	Aug. 29	Aug. 28	Aug. 27	Sept. 2	Aug. 31	Aug. 30	Aug. 29
Labor Day (classes meet)	M	Sept. 5	Sept. 4	Sept. 3	Sept. 2	Sept. 7	Sept. 6	Sept. 5
Thanksgiving Recess begins (after last class)	T	Nov. 22	Nov. 21	Nov. 20	Nov. 26	Nov. 24	Nov. 23	Nov. 22
Classes resume	M	Nov. 28	Nov. 27	Nov. 26	Dec. 2	Nov. 30	Nov. 29	Nov. 28
Day of last classes	S	Dec. 10	Dec. 9	Dec. 8	Dec. 14	Dec. 12	Dec. 11	Dec. 10
Days of examinations	M-F	Dec. 12-16	Dec. 11-15	Dec. 10-14	Dec. 16-20	Dec. 14-18	Dec. 13-17	Dec. 12-16
Second Semester		**1988-89**	**1989-90**	**1990-91**	**1991-92**	**1992-93**	**1993-94**	**1994-95**
Classes begin	M	Jan. 9	Jan. 8	Jan. 7	Jan. 13	Jan. 11	Jan. 10	Jan. 9
Spring Recess begins (after last class)	S	March 11	March 10	March 9	March 14	March 13	March 12	March 11
Classes resume	M	March 20	March 19	March 18	March 23	March 22	March 21	March 20
Day of last classes	S	April 29	April 28	April 27	May 2	May 1	April 30	April 29
Days of examinations	M-F	May 1-5	Apr. 30-May 4	Apr. 29-May 3	May 4-8	May 3-7	May 2-6	May 1-5
First Summer Session		**1989**	**1990**	**1991**	**1992**	**1993**	**1994**	**1995**
Classes begin	T	May 9	May 8	May 7	May 12	May 11	May 10	May 9
Memorial Day recess	M	May 29	May 28	May 27	May 25	May 31	May 30	May 29
Classes end	R	June 15	June 14	June 13	June 18	June 17	June 16	June 15
Second Summer Session		**1989**	**1990**	**1991**	**1992**	**1993**	**1994**	**1995**
Classes begin	F	June 16	June 15	June 14	June 19	June 18	June 17	June 16
		July 4 (T)	July 4 (W)	July 4 (R)	July 6 (M)	July 5 (M)	July 4 (M)	July 4 (T)
Classes end	F	Aug. 11	Aug. 10	Aug. 9	Aug. 14	Aug. 13	Aug. 12	Aug. 11

ASSP-2

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Advice From ASSP-1 Participants
To ASSP-2 Participants

This document is a legacy, handed on to you from the people who have already been through the program and completed their degrees. Below are the responses to the final evaluation question: **What direct advice would you give the ASSP-2 participants?** Copies of their handwritten responses are attached.

Find an equitable way of balancing your hard study time with your leisure.

Make friends within and outside the ASSP group

When in doubt always ask: people are always willing to help in Indiana.

The work load is heavy and the courses are tough so you must spend more time with your books.

Start studying as soon as you arrive and do not put off any readings.

Make sure you can use the computer. It makes life a lot easier.

Hard work is the key of any success in life.

Cooperation with instructors and other students facilitates learning.

To be ready to learn from others.

Make use of Learning Skills Center and Black Culture Center.

Learn how to use a computer, it will help you save money.

Learn to use word processor as fast as possible.

American professors respect only those who are prepared to argue or provide counter-arguments to their views. This might cost you a few points here and there but generally they prefer criticism.

Work hard but also have **FUN**, make friends with everybody, especially Americans. You will learn a lot!

Eat good quality food in order to maintain good health. It is the most invaluable aspect of your one year stay here. Do not be greedy over your money.

Protect yourself from the bad weather, e.g. Winter, by buying enough warm clothing.

Pay adequate attention to your courses. Avoid incomplete courses if you can. Consult the Graduate School prospectus or your academic advisor as regularly as possible.

Be regular in class and with assignments. They count a lot toward your final grade. Be friendly to your classmates, and ask the instructors or professors as many questions as you can. This helps them form a better judgment of your enthusiasm in your lectures.

Waste no time. An assignment should be started within 24 hours after it has been given.

Avoid unnecessary activities, particularly social activities whose motive or theme is not clear.

DO YOUR OWN WORK and at the end of the year you will be proud that you really deserve your degree! You may ask for guidance but do not get somebody to do your work!! It is a sin to do that.

You should work hard. The course is not long, but they should also have fun.

They should be tolerant and understanding.

If they are sure they are right they should always confront the lecturer, they should ask for help in case of problems, should cooperate fully with the program coordinators Hutton, Howard, (Diane), Risinger, Nita and Julia.

Study harder right from the beginning of class. Prepare your paper in a professional way.

Make use of the library, ERIC and video cassettes, computer, etc.

Discussions in groups facilitates the understanding of what should be grasped.

E. ...**AND FINALLY**...

What direct advice would you give the ASSP-2 participants? (Be as brief or lengthy as you wish.)

Dear ASSP-2 participant:

1. Find an equittable way of balancing you hard study time with your Leisure

2. Make friends within and outside the ASSP group

3. When in doubt always ask: people are always willing to help in Indiana

Best wishes and good luck!

Sincerely,

ASSP-1 Graduate

E. ...**AND FINALLY**...

What direct advice would you give the ASSP-2 participants? (Be as brief or lengthy as you wish.)

Dear ASSP-2 participant:

1. The work load is heavy and the courses are tough so you must spend more time with your books.

2. Start studying as soon as you arrive and do not put off any readings.

3. Make sure you can use the computer. It makes life a lot easier.

Best wishes and good luck!

Sincerely,

ASSP-1 Graduate

BEST COPY AVAILABLE

E. ...**AND FINALLY**...

What direct advice would you give the ASSP-2 participants? (Be as brief or lengthy as you wish.)

Dear ASSP-2 participant:

1. Eat good quality food in order to maintain good health. It is the most invaluable aspect of your one year stay here. Do not be greedy over your money.
2. Protect yourself from the bad weather, e.g. Winter, by buying enough Warm clothings.
3. Pay adequate attention to your courses. Avoid Incomplete courses if you can. Consult the Graduate school prospectus or your academic adviser as regularly as possible

Be regular in class and with assignments. They count a lot toward your final Grade. Be friendly to your classmates, and ask the Instructors or professors as many questions as you can. This helps them form a better judgment of your enthusiasm in your lectures.

Best wishes and good luck!

Sincerely,

ASSP-1 Graduate

E. ...AND FINALLY...

What direct advice would you give the ASSP-2 participants? (Be as brief or lengthy as you wish.)

Dear ASSP-2 participant:

1. Hard work is the key of any success in life

2. Cooperation with instructors and other students ~~makes~~ facilitates learning.

3. To be ready to learn from others.

Best wishes and good luck!

Sincerely,

ASSP-1 Graduate

E. ...AND FINALLY...

What direct advice would you give the ASSP-2 participants? (Be as brief or lengthy as you wish.)

Dear ASSP-2 participant:

1. Waste no time. An assignment should be started within 24 hrs after it has been given.

2. Avoid unnecessary activities, particularly social activities whose motive or theme is not clear.

3. DO YOUR OWN WORK and at the end of the year you will be proud that you really deserve your degree! You may ask for guidance but do not get somebody to do your work!! It is a sin to do that.

Best wishes and good luck!

Sincerely,

ASSP-1 Graduate

E. ...AND FINALLY...

What direct advice would you give the ASSP-2 participants? (Be as brief or lengthy as you wish.)

Dear ASSP-2 participant: should work hard

1. ~~[illegible] [illegible] [illegible]~~ the course is not easy. But they should also have fun!

2. They should be tolerant and understanding. Always

3. If they are sure that they are right they should always confront the lecturer — they should ask for help in case of problems, — should cooperate fully with the programme coordinators, Hutton, Howard (Diane) Aysinger, Nita, Julia,

Best wishes and good luck!

Sincerely,

ASSP-1 Graduate

E. ...AND FINALLY...

What direct advice would you give the ASSP-2 participants? (Be as brief or lengthy as you wish.)

Dear ASSP-2 participant:

1.

Make use of learning skill Center and Black culture Center.

2.

Learn how to use a computor it will help you save money

3.

Best wishes and good luck!

Sincerely,

ASSP-1 Graduate

E. ...AND FINALLY...

What direct advice would you give the ASSP-2 participants? (Be as brief or lengthy as you wish.)

Dear ASSP-2 participant:

1. Learn to use Word Processor as fast as possible.

2. American Professors respects only those who are prepare to argue or provide counter-arguments to their views. This might cost you few Points here and there but generally they Prefer Criticism.

3. Work hard but also have FUN. make friends with everybody, especially Americans. You will learn a lot.

Best wishes and good luck!

Sincerely,

ASSP-1 Graduate

E. ...AND FINALLY...

What direct advice would you give the ASSP-2 participants? (Be as brief or lengthy as you wish.)

Dear ASSP-2 participant:

1. Study harder right from the beginning of class. Prepare your paper in a professional way.
2. Make use of the library, ERIC and Video Cassettes, ~~etc~~. computer etc.
3. Discussions in groups facilitate the understanding of what should be grasped.

Best wishes and good luck!

Sincerely,

L. W. Moka
ASSP-1 Graduate

APPENDIX R.

End-of-Program Calendar

ASSP-2 END-OF-PROGRAM
CALENDAR 1991

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

FEBRUARY

10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

APRIL

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18

APPENDIX S.

Participant Income Tax Amounts and Forms

ASSP-2

Income Tax Amounts ($)

Name	1990		1991		Total
	Federal	Indiana	Federal	Indiana	
Akorli, Comfort	0	247.18	0	155.09	402.27
Kuona, Conrad	0	245.21	0	156.20	401.41
Lajaku-Williams, Henrison	0	252.49	0	152.26	404.75
Mosha, Illuminata	0	250.05	0	153.55	403.60
Saliku, Abdullahi	0	254.00	0	155.01	409.01
Sanya, Abigail	0	251.13	0	154.05	405.18
Yiga-Matovu, Martin	0	261.99	0	154.23	416.22

ASSP Total: 2,842.44

ASSP-2 INCOME TAX EXPENSES

YEAR: ______________________________

NAME: ______________________________

SSN : ______________________________

1. TAXABLE ITEMS: clothing, living supplies, entertainment costs, taxis/busses personal services, personal supplies, cultural, medical	$ ____________
2. NON-TAXABLE ITEMS: xeroxing, typing or typing services, school supplies	$ ____________
3. REIMBURSED EXPENSES: clothes cleaning/laundry	$ ____________
TOTAL: ($225 X _____ mo.) [stipend received]	$ ____________

SIGNED: ______________________________

DATED : ______________________________

ASSP-2

STUDENT PERSONAL INCOME TAXES

Student name: ______________________

Social Security Number: ______________________

Tax Year: ______________________

I. BASIC INFORMATION

A. Total Income Received:

Standard Program items ($ value) - $

Stipend ($) - +

Total - $

B. Total Tax Exemption:

Tuition + fees - $

Textbooks (stipends + $ value) -

Individual expenditures - +

Total - $

C. Dates living in U.S. (this tax year only):

First day: ____________________

Last day : ____________________

Total number of days: ____________________

D. Standard Housing/Meals: $__________________

II. FEDERAL INCOME TAX
#1. form 1040NR

Line #	Line Item	From I.	Amounts
-	☒ Individual return		
2	☐ Single non-resident		
—or—			
5	☐ Married non-resident		
12	Scholarships and fellowships	I-A	
23	Total income	I-A	
28	Total tax exemptions	I-B	
29	Same as line 28		
30	Adjusted gross income-subtract line 29 from 23		
31	Amount from line 30		
32	Itemized deductions from schedule A, line 10		
33	Subtract line 32 from line 31		
34	Exemptions (1): this year (19)=_______		
35	Taxable income-subtract line 34 from 33		
36	Enter tax ☒ TaxTable		
38	Same as line 36		
44	Same as line 36		
51	Same as line 36		
52	Total tax		
62	Total payments		
63	Overpaid		
64	Refunded		
66	Amount you owe		$

II. FEDERAL INCOME TAX

#2. Form 2106 Employee Business Expenses

(Attach to Form 1040NR)

Line #	Line Item	Column A other than meals and entertainment	Column B meals and entertainment
3	Travel expense while away from home=1/3 housing & meal fees		X
5	Meals and entertainment expenses = # days_____X Standard Meal Allowance $_________	X	
6	Total expenses = add lines 1 thru 5		
8	Same as line 6		
9	Enter 20% (X.20) of line 8	X	
10	Subtract line 9 from line 8		
11	Add amounts of both columns on line 10		$

#3. Form Schedule A (page 3 of form 1040NR)

(Attach to Form 1040NR)

7a	Amount from Form 2106, line 11			X
7c	Same as line 7a			X
7d	Amount from Form 1040NR, line 31		X	X
7e	Enter 2% (X.02) of line 7d			X
8	Subtract line 7e from line 7c			
10	Same as line 8			$

#4. Form "Other Information" (page 5 of Form 1040NR)

(Attach to Form 1040NR)

A to N -Student fills out

*G = the number of days in the tax year of 19______

spent in the U.S. = _________days

III. INDIANA INCOME TAX

* Indiana address

County of residence - OOS

County of work - Monroe

Non-resident - ☒

Line #	Line Item	Column A Federal	Column B Indiana
1	Adjusted gross income (federal line 30)		
5	Total income -same as line 1		
11	Indiana adjusted gross income -same as line 5		
12	# exemptions (federal) ______X______		
14	Total amount exemptions -same as line 12		
15	Total prorated exemptions		100%
16	Total exemptions -same as line 14		
17	State taxable income -subtract line 16 from 11		
18	State adjusted gross income tax due multiply line 17 X .0 (____%)		
19	County income tax due multiply line 17 X .00		
21	Total tax -add lines 18 + 19		
22	Indiana State Tax Withheld		
23	Indiana County Tax Withheld		
28	Total Indiana credits		
32	Amount owed -same as line 21		
36	Total amount you owe -same as line 32		$

IV. TOTAL INCOME TAX FOR THE YEAR: ______

Federal - $

Indiana - +

Total - $

APPENDIX T.

Washington, DC, Enrichment Trip Calendar of Events

ASSP-2 ENRICHMENT TRIP TO WASHINGTON, DC SPRING BREAK 1991

	THUR. MAR. 7	FRI. MAR. 8	SAT. MAR. 9	SUN. MAR. 10	MON. MAR. 11	TUES. MAR. 12	WED. MAR. 13	THUR. MAR. 14
MORNING			9:40 Leave Hotel 10:00 Trolley Tour		7:45 Leave Hotel 9:00 USIA (all day)	9:15 Capitol Hill (all day)	11:45 Leave Hotel	7:30 Arrive in Indy 9:00 Arrive at Evermann Apts.
LUNCH								
AFTERNOON				FREE		4:30 McCloskey's Office	1:00 Leave Washington D.C.	
DINNER								
EVENING	10:30 Leave Evermann Apts. 12:30 Board Train (Indy)	6:55 Arrive Washington D.C.	7:00 Leave for Kennedy Center 8:00 National Symphony Orchestra					

APPENDIX U.

Re-Entry Session Outline

May 9, 1991

Re-Entry Session*

International Student Center
Indiana University

1. Introduction
2. Ice Breaker Activity
3. IU Alumni Mentor Program (discussion)
4. List of Problems Faced by People Returning Home
    a. Arrival at Host Country
    b. Return to Home Country
5. Pre-Departure Checklist
6. Inventory of Re-Entry Problems
7. Fooling Ourselves (discussion)
8. Case Study: Miss Blank
9. Value Orientation Contrasts Map
10. Evaluation of Session

* Specifically designed for ASSP-2 participants

APPENDIX V.

Orientation Evaluation Summary

AFRICAN SOCIAL STUDIES PROGRAM - 2 1990-91

ORIENTATION EVALUATION RESULTS

/

LOOKING BACK ON THE EVENTS OF THE ORIENTATION WEEK, WHICH ONES WOULD YOU SAY SHOULD DEFINITELY BE INCLUDED IN NEXT YEAR'S ORIENTATION?

Circle appropriate number

Average score = 4.6

#	ORIENTATION EVENT	Should **NOT** be included 1	2	3	4	Should **DEFINITELY** be included 5	
1.	4/23-First ASSP Orientation meeting at Smith Research Room 170 (1 - 3:30 PM): General Introduction by Deb	1	2	3	1 4	6 5	4.9
2.	4/24-Tour of Main Library	1	**2 no answer** 2	3	4	5 5	5.0
3.	4/24-Tour of the School of Education	1	2	3	2 4	5 5	4.7
4.	4/25-International Center Orientation	1	**1 no answer** 2	3	4 4	2 5	4.3
5.	4/25-Tour of the IU Health Center	1	2	1 3	4	6 5	4.7
6.	4/26-Tour of the School of Education Library	1	2	3	1 4	6 5	4.9
7.	4/26-Discussion of money matters	1	2	1 3	2 4	4 5	4.4
8.	4/27-Van trip around town, campus and College Mall	1	2	1 3	2 4	4 5	4.4
9.	4/30-Preparation for MS Program course selection	1	2	3	4	7 5	5.0
10.	5/1-American Higher Education Maurice Garnier	1	2	1 3	2 4	4 5	4.4
11.	5/1-Session on Graduate Academics	1	2	3	3 4	4 5	4.6
12.	5/2-Tour of Learning Skills Center	1	2	3	2 4	5 5	4.7

	1	2	3	4	5	
13. 5/2-Tour of the Black Culture Center		1	3	1	2	3.6
14. 5/3-Introduction to African Studies Program				2	5	4.7
15. 5/4-Introduction to computers with Heather Sabadin Powell				2	5	4.7
16. 5/7-Registration				1	6	4.9
17. 5/7-Attitude Adjustment Seminar				2	5	4.7

YOUR COMMENTS WOULD HELP US IMPROVE THE ORIENTATION FOR NEXT YEAR. We would appreciate your candid compliments, criticisms, and suggestions. They will be taken seriously!

18. In your opinion, what were three strengths of this orientation program? Give reasons, if you wish to.

1. The orientation program was an eye opener to us foreign students on the many facilities on the IU (campus) that could help toward a successful course.

On money matters - it helped to be informed of how little or how much you have so that you know the limitations of spending.

The tours introduced us to the very different environment and facilities which we shall be using extensively for the course; especially libraries, computers, Learning Skills Center, etc.

2. It was very well focused in terms of content.

Its organization was very good because a program was available beforehand and was followed only with minor and mutually agreed arrangement.

The personnel who participated, no doubt knew very well the objectives of the program; that helped a lot.

3. Tours of various places accorded new arrivals a chance to get acquainted with new home and places for essential services.

Orientation period - group spirit was greatly fostered among graduates.

Warm Welcome - Wherever the group was taken during orientation, there was always warm welcoming, coupled with friendliness, candidness and willingness and readiness to assist.

Preparation for MS course selection - Graduates given enough opportunity to identify and discuss courses on offer and to select relevant ones.

4. The tours of the Main Library, School of Education Library and School of Education have been very helpful. We shall be using these places a lot for lectures and assignments and we need to know where to look for materials. Dr. Nancy Schmidt was wonderful. The lady in the School of Education was also very helpful

The trip around town and the Mall was very useful to many of us. We need to know where to get supplies from and at reasonable prices.

Preparation for the MS course selection was very well done. It was a very complicated activity but was expertly handled.

5. Orientation was very well organized, considering the different times at which the participants arrived. (I particularly felt very happy about someone coming up to the airport to meet me!)

The orientation gave us the opportunity to freely ask questions about the program and about Bloomington. This made our settling in much easier.

By the end of the orientation we were almost familiar with the geography of the campus, and were able to find our way around before classes began.

6. It was very good that it enabled members of the group to have a rapid insight into University life and work at IU.

By working with the coordinator and other officers, it enabled one to be quickly adjusted to the various academic, social and other aspects of life at Bloomington; especially where the coordinator proved to be very hard working and manifested much concern for the group.

The orientation further helped to foster personal ties within the group.

7.
1. General Introduction by Deb
2. Discussion of Money Matters
3. Tour of Main Library

Reasons

The general introduction by Deb cut across all important issues, facts, and information about the Indiana University.

The case of money matters is very important because most of us come from different financial background, coming into a new financial environment. Thus one need very much (know) how we shall spend money and the types of shops to buy certain items within our financial situation.

Because of the complexity and importance of this in Indiana University the tour of the Main Library is important. A thorough tour of the Main Library may take care of how students may use the books, and the computers.

19. In your opinion, what were three weaknesses of this orientation program? Give reasons, if you wish to.

1. The computer class was far too brief in the sense that one class is not enough to learn even half of what is in the basics of computer use.

2. Some key areas of immediate concern to the group came rather belatedly, e.g. the subject of money was treated when most of us had spent a lot of money in blind purchases; the tour of downtown came rather late, too.

We were introduced to the program exclusively from the faculty and staff's points of view; there was no organized session with a section of the students, e.g. the African Students Association.

Some participants continued to arrive in the middle of the program thus reducing interaction among us during seminars.

3. African graduates were assigned rooms in Eigenmann; it appeared that they were dumped there.

Money matters: Acceptance/Invitation letters promised assistance with such things as; books, stationery, clothes, Sunday dinners, essential items, toiletries, luxury items. Stipends proved too little.

4. We should be given more time with the computer program and the Learning Skills Center.

5. Event No. 7 - This would have been more useful to the participants if they had received this sort of information before setting off from their home countries; rather than waiting until they are here.

6. Time allotted to areas such as Jump Start was inadequate.

7. 1. American Higher Education.
   2. Van trip around town, campus and College Mall.
   3. Tour of Black Cultural Center.

The trip around the town, campus and College Mall may not be necessary because we must get to know these places either through friends or trial and error. The moment one stays in a strange place for at least two weeks, he or she must make friends and he may also discover on his own.

20. For each of the three weaknesses listed above, what suggestions do you have for improvements?

1. Three classes should be devoted to the introduction of use of computers.

2. The subject of money/budgeting in the American economic environment should be treated in the first two days and the tour of downtown Bloomington to identify low cost stores should be conducted in the same period before the blind purchasing starts.

In future the seminars should include participation of other graduate students especially Africans so that they can share their experiences with the new arrivals.

Arrangements for ASSP 2 should ensure that travel matters are handled by the Cultural Affairs Officers in the ASSP member countries. This should remove the confusion that was attendant to this year's ticketing and travel arrangements. It will insure arrival in the USA within two or three days (NOT 8 days).

3. Course directors or Project Assistant to occasionally visit Halls of residence to discuss conditions and related issues with graduates.

Monthly stipends generally inadequate to cover expenses such as books, stationery, clothes, toiletries, food, etc. Amount should be reviewed to realistic levels.

6. More time - say two or three sessions should be allotted to skills acquiring programs.

7. New students should be introduced to student officials like African Student Union. They may do better at taking the new students around.

21. **Are there any orientation events that you believe should have been included, but were not?**

1. Introductory notes to the different High Commissioners in their respective embassies - just to let them know that we are around.

2. An overview of American etiquette e.g. table customs would have been very useful.

3. Religions affiliations - Graduates should have been introduced wherever possible, to local leaders of their religious affiliations.

6. In one's opinion, the group should have been exposed to more introductory lectures from one or two faculty members of the College of Arts and Science, so as to give a broader framework to the participants. Another aspect was school's visits so that participants would not bump into classrooms during the practicum. This will help both the participants and the students psychologically.

7. Two or more days should be given to the use of word processing personal computers for their practice.

22. **Any other comments that you would care to make are welcome.**

1. The orientation is definitely a very important part and it helps to reduce the culture and i believe the academic shock that awaits a new, foreign student.

2. Unreserved compliments for Deb Hutton for her good organization and execution of the orientation program, especially when I know that she is a graduate student herself. Bravo.

4. Our Co-Director of the program, Ms. Hutton has been very wonderful. I just don't have the appropriate words to describe the part she played during our orientation. The session we had with Dr. Howard Mehlinger was very stimulating.

5. I appreciated the warmth and eagerness with which Deb, Roger and Nancy listened to our many questions and clarified the uncertainties we had, it made us settle and adjust very fast to our new environment.

6. One would like to see the stay of participants at Eigenmann be shortened. It is necessary for them to face real life issues, such as studying and preparing food for themselves, in the shortest possible time. One would like participants to be informed earlier of things that they should travel with, etc. This will enable them to be well prepared for the program. (Some of us got this type of letter one or two days before we traveled).

Lastly, the coordinator must be commended for her untiring efforts.

APPENDIX W.

S501 Evaluation Summaries

/6

Prof Meblinger/Hutton
Department GRAD
Course Number S501
Date FALL 1990 (12-12)

II. EVALUATION OF COURSE

Please evaluate this particular section of this course

ORGANIZATION OF THE COURSE

4 Well organized
2 Adequate, but could be better
___ Inadequate organization detracts
___ Confused and unsystematic

Comment: Needs component continuity

Group interaction good

ORGANIZATION OF DAILY LECTURES (OR CLASS WORK)

5 Well organized in meaningful sequence
1 Usually organized
___ Organization not too apparent
___ Little or no organization

Comment: Could improve sequence

FREQUENCY OF ~~TESTS~~ Papers

1 Right number, well timed
___ Too infrequent
4 Too frequent
1 Timing should be improved

Comment: Assignments too demanding (3)

Hardly time for completion

CONTENT OF ~~TESTS~~ Papers

5 Satisfactory
1 Too detailed
___ Not comprehensive enough
___ Wrong type of test for this course

Comment:

OPPORTUNITY FOR QUESTION AND DISCUSSION

6 Ample opportunity
___ Occasional opportunity
___ Rare opportunity
___ Never

Comment:

ASSIGNMENTS

3 Assignments clear and reasonable
2 Clear but too long
1 Unclear
___ Always unclear and unreasonable

Comment: Unclear text

Opportunity for broad view

TEXTBOOKS

5 Textbooks good
1 Textbooks satisfactory
___ Use of text should be modified
___ Urge a different text altogether

Comment:

WORK RELATED TO CLASS LEVEL

6 Work suited to class level
___ Attempt made to suit class level
___ Work completely above class level
___ Work completely below class level

Comment: Needs freely selected and self-designed work

ON THE REVERSE SIDE OF THIS SHEET PLEASE MAKE SUGGESTIONS FOR IMPROVING THIS COURSE.

The problem is time. The course is very interesting and needs more time especially for those hearing it for the first time.

APPENDIX X.

S502 Evaluation Summaries

/7

Prof Mehlinger/Hutton
Department GRAD
Course Number S502
Date Spring 1991 (4-19)

III. EVALUATION OF COURSE

Please evaluate this particular section of this course

ORGANIZATION OF THE COURSE

5 Well organized
2 Adequate, but could be better
Inadequate organization detracts
Confused and unsystematic

Comment

Needs to start mid-fall
Sequencing of lectures unclear
Executed beautifully

ORGANIZATION OF DAILY LECTURES (OR CLASS WORK)

5 Well organized in meaningful sequence
2 Usually organized
Organization not too apparent
Little or no organization

Comment

Very enriching professors
Great speakers
Meaning fully and completely done
Assignments need more time

FREQUENCY OF TESTS

Right number, well timed
Too infrequent
Too frequent
Timing should be improved

Comment

CONTENT OF TESTS

Satisfactory
Too detailed
Not comprehensive enough
Wrong type of test for this course

Comment

OPPORTUNITY FOR QUESTION AND DISCUSSION

6 Ample opportunity
1 Occasional opportunity
Rare opportunity
Never

Comment

Very healthy dialogues
Students were accorded opportunity
Educative discussions and questions
Excellent discussion atmosphere

ASSIGNMENTS

4 Assignments clear and reasonable
3 Clear but too long
Unclear
Always unclear and unreasonable

Comment

Impressive balance of guidance to resources
Chapter a bit long
Appropriately spaced
Time constraint affected output

TEXTBOOKS

5 Textbooks good
2 Textbooks satisfactory
Use of text should be modified
Urge a different text altogether

Comment

Excellent and available
Relevant textbooks

WORK RELATED TO CLASS LEVEL

6 Work suited to class level
1 Attempt made to suit class level
Work completely above class level
Work completely below class level

Comment

Quite challenging yet appropriate
Work was well within class level

ON THE REVERSE SIDE OF THIS SHEET PLEASE MAKE SUGGESTIONS FOR IMPROVING THIS COURSE.

Writing exercise should be spread over at least 2 semesters. S502 was very relevant but rather demanding. The production of a teachers guide is both necessary and desirable.

APPENDIX Y.

S501/S502 Lecture Evaluation Summary

S501/S502 LECTURES
BY INVITATION

April 1991

	Course	Lecture Topic	Lecturer	Rating Scale lo (circle) hi					Comments (Following rating chart)
				1	2	3	4	5	
1.	S501	Social Studies in Africa					(3)	(4)*	
2.	S501	InService Teacher Education (social studies)					(6)	(1)	
3.	S501	Multicultural Teacher Education					(2)	(5)	
4.	S501	Significance of the Social Studies					(1)	(6)	
5.	S501	Preservice Teacher Education				(1)	(2)	(3)	
6.	S501	Current in Research Social Studies				(1)	(2)	(4)	
7.	S502	AV Aids from Indigenous Materials						(7)	
8.	S502	Diffusion of Innovations					(2)	(3)	
9.	S502	Naturalistic Inquiry				(1)		(6)	
10.	S502	Grantwriting				(1)	(3)	(2)	

*All 7 Participants responded to the evaluation of lectures

Comments on Lecture or Lecturer

1.
    - She was excellent.
    - Time was too short. Lecturer had a lot of knowledge to share with students.
    - Explanation very clear
    - Very informative and stimulated much reflection and discussion.
    - Very knowledgeable
      Experienced

2.
    - Quite good
    - The model presented was good but others could have been treated, no matter how briefly
    - A good presentation
    - Again, there was very little time to do justice to this important topic. Two to three sessions would have been fair.
    - Very good

3.
    - Very knowledgeable and experienced
    - Good context but a bit too much for one class; could have assigned prior reading.
    - Well informed and well planned.
    - Lecture linked beautifully with global education and the African situation.
    - Very good.

4.
    - Very knowledgeable and experienced
    - Simple, straight forward points and of much relevance to classroom situations.
    - Explanation very good
    - Meaning and significance of the social studies were clearly explained and illustrated.
    - Excellent

5.
- Very good
- Good communication, well organized and involved the whole class all along.
- Lesson procedures were very good.
- Could have improved by making the link with preservice education, especially in the African context.

6.
- Very good
- Very interesting; effective student involvement
- Well planned and executed
- A very lively and relevant lecture. Lecturer was able to involve students actively in learning experience.
- Good.

7.
- Excellent
- This is what Africa needs
- Excellently done
- Lecture demonstrated very successfully the place of locally available resources. There was active participation by students.
- Excellent

8.
- Very good
- Very systematic; useful notes provided.
- Well organized lesson and appropriately taught
- A very interesting lecture by a very able lecturer who made the learning experience, despite the shortage of time.

9.
- Very good - extremely useful
- Quite an interesting approach; well illustrated by sample studies and materials
- Very straight forward and appropriate
- Too packed a lecture. It was difficult to follow and grasp the essence of lecture as a result.

10.
- Quite good
- We need this information but it was too big a bite to chew in one class.
- A straight forward presentation
- Good

APPENDIX Z.

M680 Evaluation Summary

M680 Social Studies Practicum

Fall 1990
Spring 1991

EVALUATION *

1. List up to three (3) strengths of these required practicum courses. Make comments to supplement, as desired.

(1) – give participant first hand information
(2) – give the participant chances to find out in their own about the true picture of situation
~~(3)~~
③ – Participants Can give advises or share ideas with teachers or educators visted.

- They have given us first-hand view of various aspects of education, particularly Social studies – in the U.S. They have been culturally rewarding

- 1. Breaks the monotony or routine work
  2. Opportunity to get around the State
  3. " to discover things that may be useful in my situation

- 1.1. Exposes students to real world of teaching and thus reduces the impact of the first classroom solo experience
  1.2. Offers students chance to gauge the classroom environment and try out their own strategies

- – It gave us an opportunity to do practicums in areas of our interest.
  – It also enabled us to do the practicum in ~~bout~~ the time Suitable to us
  – Involved us in the planning Stages of the course.

- (a) Provided hands-on experience rather than reading about it.
  (b) According me the opportunity to learn about American system and compare with the situation in my country.
  (c) Students were given freedom of choice about what to investigate and how to do so with minimal assistance which helped to develop

* All 7 Participants responded to the evaluation questionaire

- 1. Many some of the visits gave the group an insight into the U.S's educational and cultural aspects
  2. They were informative
  3. They allowed one to design programs for oneself.

2. List up to three (3) weaknesses of these required courses. Comment as desired, especially concrete suggestions for improvement.

- 1. There should have been some concentration on specific areas.
  2. Some of the notices were short
- a) They were too many
  b) They were disjointed
  c) There should have been a follow-up discussion with the professor.
- 2.1. There is little or no direct monitoring of students I think at least one experience should be observed and assessed by a professor each semester so as to afford students some critical feedback.
- - Somehow we did not get to do all the practicums we had expressed interest ~~Ex~~ in e.g. Hilltop School, going back to Corner Prairie and the Children's museum.
  - Maybe we needed to start the course right at the beginning of the academic Year.
- 1. The number of hours for a practicum should be known before one sets out to carry out the exercise.
- (1) too many programme - places of visit.
  (2) Lack of focal point:- i.e the experiences were not only limited to social studies.

3. These practica could have been arranged as one or two long term experiences per semester, per student (for example, 1 1/2 months in an elementary social studies classroom and 1 1/2 months in a methods classroom). Alternatively, they each could be a wide variety of experiences, chosen for relevance and availability for each student. For ASSP-2, we followed the latter format. Based on your experiences, how do you compare the two formats for use with future ASSP programs?

- I would prefer the first format to the second one. There is a focal points in that. ~~Assy~~ this will not only give the participant enough time to interact with children but they should take part in the teaching.
- The latter format is a better alternative, because of the wide variety of experiences which have been worthwhile to us as social studies educators
- I prefer the one we followed because it enabled me to decide what I was really interested in.
- I would rather have the second choice for reasons given above in (1). Moreover, the 2nd format is more fun. A thrilling way to learn. Too much classroom sitting is oppresive.
- I strongly suggest and recommend a mid-course. The latter format, like has been pointed out earlier, is likely to create confusion and shallowness, while the ~~last~~ earlier could lead to narrowness,

- 3.1. The first format seems to afford the student a more consistent and coherent experience. 4
  It would also seem to be capable of giving the student a chance to assess the entire school environment rather than the snap shot looks at varied classroom circumstances.

- I would suggest the former, and a few added ones. I suggest an in depth study and a sizeable document per semester.

4. The requirements for the standard report for most practicum experiences were: 3 to 5 pages, handwritten, first person, three sections - brief description, your analysis, and applications to your own country. What are your comments regarding the form and content of this (evaluation) process?

- The evaluation process is in order. ~~[illegible]~~ Students should be able to analyze situations they have watched. ~~[illegible]~~ This analysis is therefore transposed into to how ~~application~~ how students should apply them to their situations back at their home countries

- It was good for the exercises that were done.

- I think it is an excellent evaluation process. Description and analysis will help one to understand the experience better. We are here to learn and apply our knowledge and skills back home, so application too is in order.

- 4.1 Subject to my earlier reservations, this format is fine.

- It was quite satisfactory.
It was not heavy stuff, but at the same time it required one to reflect on what has been seen and work out its application to a situation at home

- It was good as it made an effort to relate whatever experiences we went through to our individual situations back in our home countries

- The first two sub, sections viz. description and analysis were generally applicable in every situation, while the applications were not always easy to deal with. Oftentimes, it was difficult to ~~find~~ apply the experiences in my home country.

5. **Other comments?**

- Because of limited time we did not go to other places as we would have liked.

- It could be used for a next group.

- It was nice to explore all the available practicum opportunities and allow us to pick which ones we were interested in. I liked the exposure to alternative schools and the Honey Creek School.

- 5.1. Having been afforded the chance to make an oral presentation of my experiences and views on some of the practicum activities, I have a feeling that this approach to reporting should be adopted for a few selected practicum activities for each student.

APPENDIX AA.

Mid-Program Review

AFRICAN SOCIAL STUDIES PROGRAM - 2   1990-91

PROGRAM EVALUATION RESULTS OF FALL 1990

Overall Satisfaction Level with Program:

Estatic (1)   Pleased (4)   Resigned ( )

Disappointed ( )   Outraged ( )

Possible topics:

Housing - Stipends - Field Trips - M.S. Program - ASSP-2 Staff -etc.

I. Program Strengths: (Please describe below.)

1. The ASSP-2 staff were excellent. They were helpful, cooperating and understanding.
The M.S. program was good in many aspects.
The housing arrangement was good.
The Lecturers were excellent in all aspects.
The social studies texts are very good and will make good references.

2. Organization-orientation programs; going to airport to welcome new comers.
Courses-many are very appropriate (should allow for freedom of other course of individual's choice.
Using varied resource persons for course GRAD S501 - (very appropriate).
Teaching strategies were appropriate.
Supply of text book and journal are fine and appropriate.

3. It was nice to be able to move to Evermann earlier in the course.
Stipends were adequate and the field trips very educative. I particularly liked the visits to Conner Prairie and Homey Creek as these gave me some experience about what it was like to be a pioneer in the U.S.
The staff has been very co-operative and here I would like to put in a word of thanks to Nancy who put a lot of effort in our papers in a way of editing.

Joseph was also a nice link that is sincerely missed. The effort of Deb and Howard to expose us to computers has made our typing of papers very easy and convenient.

4. It has a great diversity - academically and socially.

The staff has been very helpful in every way.

Wish there could be more field trips - To see more of educational activities - But what we have had so far have been an eye opener.

Housing - satisfactory.

5. Housing arrangements are appropriate, as participants require and cherish privacy and peace.

Field trips do give participants an opportunity to get to know more about the United States during their year of study.

The M.S. program is very challenging and provides participants study in area of interest as much as possible.

The use of different lecturers/professors is most welcome as it provides variety, different points of view, new challenges.

6. Housing: comfortable and adequate

Stipends: inadequate, considering the cost of living. Should be at least $300 a month.

Book Allowance: very inadequate. One spends beyond the allowance or one omits buying what is required. $200 would be a base minimum.

Field Trips: very good and intellectually useful.

M.S. Program: Good but needs to be more flexible in the tracks.

Staff: very cooperative and supportive.

II. Program Weaknesses: (Please describe below.)

1. In the M.S. program there must be a wider choice for students in the Arts and Science courses. There was disappointment when a course appeared on the Bulletin, but could not be offered.

The stipend needs to be increased. Much money was spent on xeroxing materials for research in some courses.

No need for course in Secondary School curriculum after the Introductory J500 course.

2. Crowded courses each semester

Monthly stipend is small ($250-per month may be alright)

Restriction on many courses

3. I feel the program needed to leave the core courses [S501 and S502 (probably)] open to other graduate students under different programs. Maybe this would have generated more discussions and exposure to the social studies in the U.S.

4. Too much to do the time given (academically).
Stipend - a little tight.
The examination question was too wide - ambiguous. One sort of fumbled around without a clear direction.

5. Participants could be asked to suggest what places to visit. There are certain places of interest that participants would certainly benefit from.

The matter of academic adviser should be looked into more seriously. Participants would benefit greatly from a one-to-one relationship with an academic adviser.

6. Starting at Eigenmann hall was unnecessary and expensive and inconveniencing for mature graduate students.
Providing Summer Bus passes was wasteful financially because buses were too infrequent and schedules do not necessarily coincide with class schedules. I ended up doing more walking than riding in buses.

III. Recommendations: (Please itemize briefly.)

1. Increase of stipend.
Wider choice of courses in the Arts and Sciences.
More field trips needed.

2. Extension of course duration (4 semesters at least)
Increase the monthly stipend to say ($250 per month)
They should include introductory courses on the use of modern technology (video, computer in the teaching of social studies)
The course M680 be reduced to 90 hrs. to allow for an additional academic course.
There should be an end of semester get together.

3. There should have been at least one field trip to places of geographical and historical interest such as the Grand Canyon, Native American Reservations, and the Niagara Falls. I, however, realize that this was maybe due to financial constraints.

4. The Field Trips should have been more often.

5. The M.S. Program should be relaxed a little be extending the duration from 12 months to 18 months. It is too tight.
A more varied program of field trips need to be prepared to give participants more opportunity to get to know about the U.S.A. If possible, participants should contribute by making suggestions.

6. Housing: ASSP-3 students should go straight to family housing.
Stipends: Should be increased.

Arrival and Starting Courses: The ASSP-2 scheduling was fantastic and should become the norm.
Information: Candidates should have fuller information on living conditions, course tracks, and what would be useful to carry.
Travel: More support for baggage at the end of the program would be very welcome ie. 5 packets instead of 4.

IV. Other Comments: (Please write below and on backs if needed.)

2. As an additional Comment, I will like the program to continue but if it can not because of financial contraints, may I suggest the following:
   a. Regional Workshops be organized using participants of ASSP-1 & 2 and some scholars from I.U. as resource persons.
   b. Request be made to other organization(s) to continue funding the program to increase the resource base of African Social Studies Education.

3. The supply of books and materials for Social Studies has been of great help. These books and materials will be of great assistance back in Africa, since it was going to be next to impossible to acquire these back home in Africa. I also greatly appreciate the Program's assistance in shipping these materials in behalf of participants.

4. It is a most worthwhile program. What a big pity that it is in degree of discontinuation!

APPENDIX BB.

Re-Entry Session Evaluation Summary

ASSP-2 RE-ENTRY EVALUATION RESULTS

1. What was your main reason for attending the workshop?

- To have an experience of what this type of workshop entails
- Because we were told it would be useful to us when we return home
- Frankly speaking, it was because I was required to do so.
- We were asked to attend to reorient us before we go home

Reason: To prepare myself to go back home and adjust myself when I reach home

- Deb pointed out that I might have trouble adjusting back home and I dont want that to happen.

2. What did you like about the workshop?

- The cordial atmosphere and the discussions
- It was objectively planned because emphasis was on the true nature of problems we may face when we are home
- It was an eye opener to issues I had not stopped to reflect on at all.

The way it was conducted was excellent

Mark, who ran the seminar had a sense of direction & was very organized.

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- The discussion, especially on the W. Curve I had never looked at it that way before. Presentation of information was cl

- Its informality and the handouts which suggests possible problems & how to look at them

- It brought out to the fore the problems of adjustment we might face back home and how to handle them

3. What did you dislike about the workshop?

- It took some of my packing up time.

- Time was too much. Two hours may be appropriate for matured students

- The timing was rather inappropriate considering the winding up activities we have to accomplish

- I think it was abit too long maybe 2 hrs would have sufficed On second Thought, Though, the timing of the workshop was wrong. we are in the middle of packing with only 1 working day left on campus before we leave It Should have come at least 2 weeks earlier

4. Identify those re-entry concerns that you have which were discussed.

- Dissatisfaction with political situation
  lack of committment to national goals
  Lack of facilities and resources for research
  Perceived lack of enthusiasm and/or committment among co-workers

- 1. Dissatisfaction with ritualized patterns of social interaction
  2. Inability to reconcile aspects of US education to Education in home Country.
  3: Relevance of education to home situation
  4. Resistence to change by coworkers
  5.. Jealousy of Colleagues.

- The "W-curve" of cultural satisfaction summed up a pattern that I realise now to be so universal.

  Concerns were conveniently categorized as
  a) Cultural
  b) Social
  c) Linguistic
  d) National / Political
  e) Educational
  f) Professional

  This made it very easy to map my positions on a number of questions.

- 1. Lack of amenities which were part of US existence.

  2. Lack of facilities and resources for research

- Adjustment to daily work routine
  Lack of facilities and resources
  Wrong expectation
  Resistance to change by coworkers
  Jealosy of colleagues
  Isolation from academic and secentific developments in the US

- 1) Feeling excited about my experiences here and wanting to talk about them endlessly

  2) Forgetting the trauma which people back at home have had to go through

  3) Thinking that everybody will be excited about my experiences.

5. Identify those re-entry concerns that you have which were not discussed.

- As this ~~is~~ concept is new to me I have to think hard and over time to develop a list.

5. What might have been excluded from the workshop?

NOTHING - The section on value clarification was not very clear. If it has to be included in future, it needs to be revised.

6. Overall, what are your feelings about the workshop?

Useful (5) (1) __ __ __ __ __ Useless

Good (5) (1) __ __ __ __ __ Bad

Helpful in preparing you to deal with return to your home culture (6) __ __ __ __ __ __ Not helpful in preparing you to deal with return to your home culture

APPENDIX CC.

Final Program Evaluation Summary

AFRICAN SOCIAL STUDIES PROGRAM - 2: 1990-91

FINAL PROGRAM EVALUATION

So that future programs can be even better, please take a few moments to reflect back over your whole year here. Your comments on this evaluation will help us to retain strengths and improve weaknesses. Your candid compliments, criticisms, and suggestions will be appreciated and taken seriously!

Circle the most correct answer when appropriate.

A. OVERALL IMPRESSIONS

1. Looking back over all the late nights, long reading assignments, freezing temperatures, grades, shopping, trips, and new friends, were your degree and experiences here worth a year of your life?

   YES NO

   Why/Why not?

2. When you return home, will you recommend this program to others?

   YES NO

   Why/Why not?

3. Do you believe that you now can, with some confidence, discuss the definition, purposes, and content of social studies within the context of your own country?

   YES NO

   Why/Why not?

4. At some time in the future, would you be interested in pursuing a PhD or EdD in social studies education?

   YES NO

   Why/Why not?

5. On a scale of 1 to 10, how would you rank this ASSP program?

   1 2 3 4 5 6 7 8 9 10

   poor okay excellent

6. Other comments?

B. IN-COUNTRY APPLICATION PROCESS

1. Were you satisfied with the application process?

   YES NO

2. How could it be improved?

C. ACADEMICS

1. Did your masters degree/courses meet your **expectations**?

   YES NO

   How/How not?

2. What was the **strongest aspect** of the **academic** program?

3. What was the **weakest aspect** of the **academic** program?

4. Of all the courses that you took, which would you definitely **recommend** to future students? (We will pass on this list.)

5. Of all the courses that you took, which would you definitely **not recommend** to future students? (We will pass on this list.)

6. What comments do you wish to make regarding the average **program load** of academic courses **per semester**? (Total of 12 courses in 12 months.)

7. Did you have access to adequate support in **academic resources** (typewriters, computers, libraries, tutors, etc.)? Explain. Do you have any suggestions?

8. Regarding **social studies**: you took three courses - S519, S501, and S502 - in that order. Should they be taught in that order again, or do you recommend a different order?

9. For you, what were the pros and cons of the S501/S502 "Seminars for Social Studies Teachers I and II"?

10. Other comments?

LIFE IN BLOOMINGTON

1. **Housing**

   a. For you, what were some of the pros and cons of beginning the program in **Eigenmann Hall**?

   b. For you, what were some of the pros and cons of living in an **Evermann apartment**? Would you recommend this housing choice for future students?

2. **Money**

   a. For you, what were the pros and cons of the amount and dispersal of the **stipends**?

   b. Was the **banking** arrangement satisfactory?

   YES NO

   Comments?

   c. What did you learn about the use of **money** this year that future students should know?

3. **Transportation**

   What were the pros and cons of the IU **bus pass**?

4. **Health Care**

a. How many times did you use the **IU Health Center?**

_________ times

b. How many times did you use **Bloomington** (non-IU) health-care facilities?

_________ times

c. Were your health care needs adequately provided for?

YES NO

How/How not?

d. Please comment about the **medical insurance.**

5. **Climate**

a. What advice about Bloomington climate would you suggest we give future students **before** they fly here?

b. What more can we do for future students to help them adjust to **seasonal changes**, once they get here?

6. **Clothing**

a. What advice about clothing would you suggest we give future students **before** they fly here?

b. What stores do you **recommend** as good sources for clothing?

7. **Religion**

a. Were your religious needs met? YES NO

Comments?

b. Could we do anything more or different to facilitate your religious needs?

8. **Adjustment To Life In Bloomington**

a. What **helped** your adjustment the most?

b. What, if anything, made your adjustment **difficult?**

c. What role, if any, did the International Center play?

d. What role, if any, did the African Student Association play?

9. **Other Comments?**

E. GENERAL PROGRAM

1. **Orientation**

a. Looking back over your whole year, what were the **strengths** of the orientation that we planned for you?

b. What were the **main weaknesses** of the orientation?

c. What **changes** would you suggest?

2. **Group Meetings/Liaison Person (Summer Sessions)**

a. For you, what were the **strengths** of these meetings?

b. For you, what were the **weaknesses**?

c. Did the **liaison person** fill your needs in communicating with the program?

YES NO

Why/Why not?

d. What **alternative suggestions** can you make to us regarding effective communication of information and feedback between program staff and students?

3. **Trip to NCSS Annual Meeting**

a. For you, what were the **strengths** of the trip?

b. For you, what were the **weaknesses** of the trip?

4. **Field Trips**

a. What 3 places or events in Indiana would you want future students to be sure and see?

b. What advice would you give us about field trips?

5. **Enrichment Trip To Washington, D.C.**

a. Was this trip worth taking? YES NO

Why/Why not?

b. Was Spring Break a good time to take this trip? If there is a better time, when would it be?

6. **Host Families**

a. Did this arrangement work for you? YES NO

Why/Why not?

b. Do you have any suggestions for improving this experience?

7. **Group Photograph**

Should we continue this practice? YES NO

Why/Why not?

8. **T-Shirts**

Should we continue this practice? YES NO

Why/Why not?

9. Graduation Banquet

a. What did you like about the graduation banquet?

b. What did you not like?

c. What suggestions can you make to improve it?

G. . .AND FINALLY. . .

What specific advice would you give future ASSP participants? (Be as brief or as lengthy as you wish. If you need more room, write on the back of this page and remember to number your comments.)

Dear Future ASSP Participant:

1.
2.
3.
4.

Best wishes and good luck!

Sincerely,

An ASSP-2 Graduate

AFRICAN SOCIAL STUDIES PROGRAM - 2: 1990-91

FINAL PROGRAM EVALUATION

So that future programs can be even better, please take a few moments to reflect back over your whole year here. Your comments on this evaluation will help us to retain strengths and improve weaknesses. Your candid compliments, criticisms, and suggestions will be appreciated and taken seriously!

Circle the most correct answer when appropriate.

A. OVERALL IMPRESSIONS

1. Looking back over all the late nights, long reading assignments, freezing temperatures, grades, shopping, trips, and new friends, were your degree and experiences here worth a year of your life?

*(7) YES NO

Why/Why not?

- I learnt many more new things and my perspectives and horizons about education in general, and social studies education were greatly expanded. I have come to look at issues differently and more critically than before.
- The challenges and the reward of success were worth it
- I have benefited tremendously and I stand a better chance of making very valuable contributions to social studies Education in my country.
- – had variety of exposures to both academic and cultural ~~[illegible]~~ aspects of the U.S..
  – had a variety of professional experts in lessons.
- I acquired knowledge and skills that are useful for my professional duties and my own further academic advancement. I also made many friends and broadened my social and cultural outlook.

* All (7) participants responded to the evaluation questionaire

- It has made me very confident not only as an educator but as a capable & determined student

2. When you return home, will you recommend this program to others?

(7) YES NO

Why/Why not?

- It is a unique training for social studies educators. Thus it is very useful for those who are engaged in the field.

- Such a program will give them more insight into social studies education.

- Very much so, subject to its continued funding.

- The program, no doubt, adds to one's knowledge, skill and understanding about social studies.

- — Most of the professors are competent in their fields of study.
  — Course content is rich and many are relevant to African ~~[illegible]~~ Social Studies.

- It takes the rusty out of a person not only academically but in lifes outlook

3. Do you believe that you now can, with some confidence, discuss the definition, purposes, and content of social studies within the context of your own country?

(7) YES NO

Why/Why not?

- — I had ~~a variety of definitions~~ experiences with experts of Social Studies from the U.S.
  — With such exposure I can choose relevant definition, purposes and content to my country.

- I was given an opportunity to look at the whole idea [of] social studies education and its relevance to a country's education program. I can now relate social studies to my country's needs.

- We have had excellent exposure to social studies education not only from textbooks which are quite numerous but also from dedicated social studies educators who taught us. In addition the various conferences and workshops have broadened our knowledge of S.S.

- My perspective of social studies' inception and purposes have been broadened, because of my survey of what it is in many countries. Some of these are relevant to my country's needs. Thus a blend of these with the social and cultural perspectives in my country will afford me the confidence to define social studies in my country's context.

- Most assignments in the courses afforded me ~~much~~ plenty of opportunities to examine application to my country's situation.

4. At some time in the future, would you be interested in pursuing a PhD or EdD in social studies education?

(6) YES (1) NO

Why/Why not?

- Unless my family is with me!

- — My performance in MS degree is quite an appropriate stepping stone to PhD or EdD.

- I am exited over post graduate studies.

- To strengthen my academic and professional desires.

- I would be very much interested if the program will be more relaxed. In my country there is need for social studies educators with PhD in our universities.
- In order to further enhance my knowledge and competence in social studies so that I am more able to give meaningful leadership, guidance, and assistance to social studies educators in my country.

5. On a scale of 1 to 10, how would you rank this ASSP program?

						(1)	(2)	(1)	(3)
1	2	3	4	5	6	7	8	9	10
poor				okay				excellent	

6. Other comments?

- The program can only have the desired impact if more educators from member countries were given the opportunity to participate in the program. In addition, staff development workshops should be organized at regional and national levels. Money must also be made available for resources.
- Although it has been a hectic program, on the whole it has been worthwhile. We have achieved a lot to disseminate in our countries.
- Considering its scope, objectives and aims, this program is very useful for the African Continent. It is likely to foster some unity on the Continent.
- The crowded nature of ASSP costs it some points on the scale.
- The content is appropriate but the time to cover the course is too short.

B. IN-COUNTRY APPLICATION PROCESS

1. Were you satisfied with the application process?

(7) YES NO

2. How could it be improved?

- it should also include deliberate Campaign Strategies for those Countries that have not yet introduced it in their Schools, especially in the French Speaking Africa.
- ASSP candidates ought to be asked to bring with them curriculum guidelines/syllabuses to which they can make cross-refereneences.
- — The University may use the ASESP office in Nairobi to reach individual applicants through the USIS offices in Africa.

— All Communications should be dispersed in good time to allow participants prepare fully ~~for~~ before Coming.

C. ACADEMICS

1. Did your masters degree/courses meet your **expectations**?

(7) YES NO

How/How not?

- They combined out of social studies courses - esp. curriculum development which is important to many of us
- It has equipped me with the relevant skills to develope Curriculum not only in Social Studies but other areas as well.

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- Among many other things the degree courses greatly added to my knowledge, skill and understanding of social studies. I also benefited from research experiences, paper presentations and the skills of analysis.

- — I had enough exposure to improve both my Spoken and writing skills as a graduate Student.

- They were more professionally oriented than my undergraduate studies.

2. What was the strongest aspect of the academic program?

- ~~A~~ very good instructors and availability of resources.

- The variety of courses which were linked and which were handled by experts in their own fields.

- Writing of term papers which gave us training in researching for material from the library and other sources.

- Exposure to theories of Curriculum development and Other new fields such as global education. ~~the~~ exposure to new methods of teaching such as Co-operative learning ~~and~~ were important

- a) Interactive classroom experiences
  b) Emphasis on writing skills
  c) Exposure to computer technology.

-Development of teaching materials e.g Slide

- Class Presentations and disussions
Visits to educational ~~sites~~ conferences & places

- — Variety of exposures
  — Adequate assignment and term papers
  — A variety of ~~con~~ hands-on-projects.

3. What was the **weakest** aspect of the academic program?

- Time.
- — too ~~go~~ crowded
  — too tiring
- The examination which contained multiple questions.
- It did not allow an in-depth study of the courses due to shortage of time.
- a) **Too crowded**
- The time who too short and this created alot of pressure. It also appeared as if we were rushing through the ~~content~~ courses without having enough time to digest the content.

4. Of all the courses that you took, which would you definitely **recommend** to future students? (We will pass on this list.)

- S501 & S502, J500, S519, M514 - These should remain as compulsory courses for future students, and M680 with some modifications.
- (a) J500 (d) S501 (g) S410
  (b) M514 (e) S502
  (c) S519 (f) Y535
- 1. Global Education
  2. Sociology of African Education
  3. Y500
  4. S501
- All the courses taken except Sociology of African Education.

*Sociology of African Education There should be input from the students and less lecturing.

- S501 & S502, M680, S519, 8 J500, Advanced Sec. curriculum Y535 Evaluation, Soc. of African Educ.* History - E433 — In fact almost all the courses ~~we~~ were worthwhile
- S 501, S 502, J500, S 410, A200 Y 535 S 519
- a) J. 500
  b) S 501
  c) S 502
  d S 519
  e) Secondary School social studies
  f) Sociology of education
  g) Y535

5. Of all the courses that you took, which would you definitely not recommend to future students? (We will pass on this list.)

- Y535 - (Although this course sounds very useful. I seemed to feel that there was a problem with the Approach. Maybe if it focussed more on Evaluation Models and their Application, it would be more meaningful for the African Situation. The Course should also include RESEARCH SKILLS
- S503
- S503
- S503 - Secondary School Curriculum.
- Sociology of African Education

6. What comments do you wish to make regarding the average program load of academic courses per semester? (Total of 12 courses in 12 months.)

- The load is very heavy.
- 3 courses per Semester.

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- Rather heavy. The likely result is superficiality in the treatment of subject matter.
- The load was too much — It should be spread over 2 years if funds are available
- Too much. But it can be done and at the end of it it is worth it.
- It is definitely beyond reasonable expectation. Everyone who has heard ~~me ear~~ of this kind of load has expressed shock and sympathy. No American student is ever subjected to such pressure.
- It felt heavy especially in Summer 2 While Summer 1 with only 1 Course was extremely light. I however realised that most Graduate Students took an average of 12 Credit hours per Semester.

7. Did you have access to adequate support in academic resources (typewriters, computers, libraries, tutors, etc.)? Explain. Do you have any suggestions?

- YES. There was ample help with the Computer and Word Processing Skills. The library Staff as particularly Very ~~Sy~~ helpful and ready to explain the use of the Eric Search and I.O. All Proffs. who taught me were Very ready to help when I needed help
- That was excellent
- Very supportive atmosphere, facilities and tutors. Not only available tutors but very willing to help

- – I had enough access to Computers and even had the chance to take Computer literacy
  – Computer Courses (c-literacy) should be incorporated with the electives.
- I was very happy with the availability of academic resources and the accessibility of tutors
- Very good library resources but at times more than a month to have a book recalled by which time you might have completed your assignment. Not sufficient time to ~~get~~ become good at wordperfect.
- Not in all cases. Libraries and tutors were excellent. The Computer Services should open one or two more cluster for 24 hours services.

8. **Regarding social studies:** you took three courses - S519, S501, and S502 - in that order. Should they be taught in that order again, or do you recommend a different order?

- It can be done in that order again. Although S519 can also come in the end.
- The order is appropriate because the three courses are highly related.
- No. The order is appropriate
- The order could be changed ~~from~~ beginning with S501, S502 and S519 to enable students to become well grounded in the Social Studies theories before application.
- The order was good.
- In that order.

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- S501, S502, S519 — these do not stipulate ranks. These are three vital courses that must definitely be included in the program. These courses and SM514 directly relate to Social studies.

9. For you, what were the pros and cons of the S501/S502 "Seminars for Social Studies Teachers I and II"?

- Pros: These seminars led me into research in social studies development and curriculum. They informed me more about social studies. The instructors were excellent, understanding & helpful. The only constraint was time.

- Both were focusing on the situation in Africa and both encouraged active participation of the student in the learning process.

- They prepared us for the dev. of Social Studies teaching materials and curriculum. However, S502 idea would have produced a fantastic product if we had ample time to work on it.

- S 501 was fine though I thought 3 term papers were one too many.

  S 502 was ok except that the writing exercise/project needed more time.

- — a variety of experts (good)
  — Organization (appropriate)
  — Interaction between students and professors (very good)
  — too much handout to be read for each lesson.

- They both provided ~~for ones~~ me with opportunities to learn more about a new subject; ~~it~~ what it is and its purpose in society

10. Other comments?

- — If S 502 may include writing project such as book, it should start early enough.
- S 501 should have at least one collective/group work assignment.
- S502 did not give the student ~~very~~ adequate time to do a good job.
- Students should be exposed to at least a short course on research methods at the inception of the program.

The course is unique for training social studies educators and should be continued.

LIFE IN BLOOMINGTON

1. Housing

a. For you, what were some of the pros and cons of beginning the program in Eigenmann Hall?

- It was fine. I found a foothold before having to fend for myself
- Too crowded
  Too structured for a mature independent student.
  Too expensive
- — prompt care for new arrivals
  — appropriate orientation residence for new comers.
  — too rigid in terms of food
  — rooms are too small.
- It was okey at the beginning since we were not ~~also~~ familiar with areas we could buy food. The rooms were too small on the other hand and the meals became monotonous after a while
- *Cons were - meal times and room space.

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- It gave me time to settle down and relax without having to worry much about cooking.
- Beginning the program in Eigemann was excellent – It helped us in settling down. However, there we certain days we were not given meals. At Evermann it was difficult to combine cooking with lectures & assignments at the beginning.

b. For you, what were some of the pros and cons of living in an **Evermann apartment**? Would you recommend this housing choice for future students?

- Evermann accorded me an opportunity to live as close to my style back home, i.e. eating the food of my choice and enjoying a larger degree of freedom and privacy. Yes I do recommend, despite having to ar
- You have to clean your own room regularly. Also ~~one~~ twice every semester they have to spray the rooms. The preparation for that is time consuming, especially when you have an exam pending.
- Towards the end, we found ourselves too busy to cook. I for one lived on pizzas and Macdonalds at the time of intense pressure.
- Commendable except for the lack of air conditioning in summer & absence of elevators
- — easy access to School.
  — Security is high
  — too expensive for only a room such as that.
- It was a privilage to be allowed to have a semblence of a grown up life. Yes I would!
- Yes. I recommend ~~this~~ housing choice for future students.

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2. Money

a. For you, what were the pros and cons of the amount and dispersal of the stipends?

- At times one falls short of money. One had to do a lot of xeroxing for the various courses. The stipends were at hand for most of the time
- I wish the IU had cheaper accommodation for international students with little funds Then the stipend would have stretched further
- — timely dispersed
  — Very small to cover esp monthly expenses
- The scholastic allowance should have been higher by at least $ per semester,
- The amount was reasonable, the dispersal was very well done

b. Was the banking arrangement satisfactory?

(7) YES NO

Comments?

- Reasonably satisfactory.
- Savings Account to be encourage.
- Any time one needed money one only had to go to the bank to withdraw. Also paying with the check was very convenient.
- The money mover facility was very convenient.
- Although sometimes storekeepers seemed to scrutinize our checks more and ask for cards which we didint have — Embarrasing!!
- It was alright

c. What did you learn about the use of money this year that future students should know?

- One should be wise in spending, and spend more money in educational materials which will enhance professional development. One should not be hasty to spend money on noneducational needs at the beginning.
- It is important to take your time window shopping instead of rushing to buy things. That way you save your money.
- — Should spend wisely
  — Should not rely on money expected to be sent from home except they are sure.
  — Should keep enough money to go back home.
- Never be deceived by the small figures in which $ prices are marked; every $ is a lot of money and life here is expensive.
- They Should not Shop on impulse
- Students should not spend all their money, they should save some every month so that they can some shopping before they leave.
- Money should be used to purchase reading materials and cultural functions

3. Transportation

What were the pros and cons of the IU bus pass?

- Not of much use in summer. Service is good for shopping at the mall.
- The buses are too irregular during the Summer.

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- The E bus from Evermam was very inconvinient when one wanted to go to the mall on weekdays.
- The bus pass I consider excellent and much cheaper than paying 50 cents each time you boarded a bus. However, Evermann residents are at a disadvantage because ~~the~~ bus E does not go to the mall except weekends.
- It was good.
- Not of much use in summer.
- — timely
  — appropriate
  — options of having bus pass should be explain to student as they arrive

4. Health Care

a. How many times did you use the IU Health Center?

2 (2)
1 (1)
0 (2) times

b. How many times did you use Bloomington (non-IU) health-care facilities?

1 (1)
0 (6) times

c. Were your health care needs adequately provided for?

(6) YES NO

How/How not?

- I just wanted a flu shot.
- With a lot of expences Medical or health care is very expensive
- — The Insurance Cover on every participant is relevant and appropriate

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- The hospital staff and care were good. Nurses and Doctors were cooperative.

d. Please comment about the medical insurance.

- The Insurance should move faster in meeting claims to save students being worried with bills.
- I did not use it at all, but those that have used it tell me that the insurance takes ~~to~~ time to honor its obligations
- I think the medical insurance is good – if you fall ill and you do not have one, there will be problems. I think it should be there for sudden illnesses or accidents.
- They take too long to re-embuse medical expenses incurred
- Too slow in reaching a verdict and responding to claims.
- – The medical insurance should be limited to those Insurance Company with branches in Bloomington.
- It did not help me. It should include more areas such as oral health, eye glasses etc.

5. Climate

a. What advice about Bloomington climate would you suggest we give future students before they fly here?

- Just warn them about the winter.

- — The weather of Bloomington is Unpredictable therefore they should be informed be they come about possibility of worse winter weather,
- It is a matter of conditioning your mind to the fact that if you take care of your winter clothing needs weather can be easily handled.
- They should carry some warm Clothes such as cardigans and trousers to cut down on expenditure on warm clothing. It is not always easy to find the right size at Goodwill, etc.
- They should brace up for the very hot, humid summer and snowy cold winters'
- Warm clothings for winter
- They should be briefed on the various changes, and on at least what to expect in Winter and summer.

b. What more can we do for future students to help them adjust to seasonal changes, once they get here?

- The orientation program should be continued and perfected.
- nothing. Experience is the best teacher. ~~If~~ once you have briefed them about the Climate of this place, leave them to experience the rest. They will definitely survive.
- Just continue doing what you ~~did~~ have been doing. It was quite adequate.

- — They should be given orientation about the Seasonal Changes.
- Listen to the weather report every evening and first thing in the morning

6. **Clothing**

   a. **What advice about clothing would you suggest we give future students before they fly here?**

- They can come with as little tropical wear as possible.
- Unless they are arriving during winter there is no need for insisting on winter clothing since they can get them cheaper here anyway.
- — They should take at least three clothes along as they come.
- It depends on the season of arrival; I think ~~they~~ they should always arrive in April.
- They need to bring light clothes for the Summer and warm ones for winter.
- They should avoid ~~bring~~ ~~clot~~ many clothes from home as second hand clothes are plentiful.

   b. **What stores do you recommend as good sources for clothing?**

- Hills, K-Mart, Goodwill, Salvation Army and Thrift Store.
- As Students Good will Stores, Thrift Store (near Army Navy Store) Salvation Army, Target, ~~Good will~~ Hills etc.

- Target, Hills, K-Mart
- – Winter clothes – Salvation army, Goodwill Stores

  Other clothing – Fashion shop
  – Hills
  – Sears with reservation (prices
  – 5, 10 & 15
- Thrift stores e.g. Goodwill
  Salvation Army etc.
  Dont need to shop at the Mall.
- Hills Big lots
  Target Good will
  K Mart Salvation Army Thrift Shop.
  Sears The Thrift Shop
- Fashion shop during sales,
  5, 10, 15 20 store, Big lots —
  Hills, K Mart, Sears, ~~etc~~ Target – during sales – secondhand clothes at Goodwill and Salvation army

7. Religion

a. Were your religious needs met? YES (7) NO

Comments?

- Church within easy reach.
- A small presbyterian church –
  Members of congregation very friendly
  They usually have bible discussion at the end of the service.
- I was given the description of the [illegible] Center on the second day of my arrival will.

- I attended a church of my satisfaction and the Christian broadcast on Channel 42 was a ready source of inspiration for me, even in times of distress.

b. Could we do anything more or different to facilitate your religious needs?

- I do not think it is necessary
- (4) Not really
- Certainly not for me.

8. Adjustment To Life In Bloomington

a. What helped your adjustment the most?

- 1. Determination.
  2. Encouragement from various people
     - The Director & Co-Director of the program
     - Others
- The African Students Association and, above all, the orientation week.
- (2) Orientation and talking to the members of the group.
- (2) The two-week orientation
- (a) Assistance from co-director.
  (b) Friendly people in Bloomington.
  (c) Accessibility of shopping areas and availability of goods.

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b. What, if anything, made your adjustment difficult?

- – Food at Engerman.
- (3) Nothing.
- The Weather.

c. What role, if any, did the International Center play?

- Minimal. Other than the few functions at the Centre, I did not need to go ~~to them~~ there for any kind of help.
- Briefings (literature) from time to time helped.
- (2) Nothing for me.

I have met a number of black Americans who have expressed the desire to host African students in the future. →

- It attempted to bring the international students together but has not been effective because there has not been much interaction between the African students and other international students. It took the center too long to find us host families.
- Found me a very dear friend
- – Play the role of assisting us in getting some cheap clothes,
  – in getting to know other international students from other places.

d. What role, if any, did the African Student Association play?

- Got me together with other African students & families
- They showed much concern for our comfort when we arrived and afforded us needed relaxation throughout the year.
- Socializing Role. Get-togethers organized by the Association enabled us to discuss alot of current issues on our continent besides discussing our stay here in the U.S.
- It brought the African students together quite often, however, some members of the group could not participate in some of ~~the~~ its activities because of pressure of work.
- Held get-together parties to introduce new students to older ones,
- The Association played a good role. It made us meet fellow Africans and the President and Secretary were very helpful.
- – giving friendly orientation to specifics in the Campus.

9. **Other Comments?**

- The fact that we were in a group who very helpful, especially in the earlier part of the time. we talked a lot to each other especially when we felt lonely.
- There were also many other people who were very helpful.

E. GENERAL PROGRAM

1. Orientation

a. **Looking back over your whole year, what were the strengths of the orientation that we planned for you?**

- The orientation played a very significant part in introducing the group to the University and the U.S.
  It acted as a means of breaking the ice.
- – I would have been terribly lost & unable to adjust had I been plunged into the courses without the orientation
- Sound beginning, especially as I was introduced and taken to the most important areas, both ~~academically~~ academically and socially.
- It addressed specific re orientation needs
- – finely planned and carry out beautifully
  – the use of School Bus to facilitate easy movements.

Two weeks in Eigenmann very beneficial

- Orientation was very good and it achieved objectives. It helped us settle pretty well — The library tour, the Mall were particularly useful —
- It introduced us to nearly every aspect of the university life.

b. What were the main weaknesses of the orientation?

- It should have included some information on the I.U. bus service. It assumed that we would easily follow the schedule which was wrong. It was necessary to know early enough how the system operates.
- Can't think of any
- Some of the introductory sessions to various parts of the University were too brief.
- Perhaps too short
- — Events were to crowded

c. What changes would you suggest?

- - More time could be used for technological orientation such as 3 days of intensive computer learning (word process)
- — ~~E~~, Two weeks for orientation is appropriate
- Money matters and a tour of low cost shops should come much earlier before the first allowance is squandered at the Mall.
- Students should spend more time in key areas - e.g. Library, computer.
- Longer orientation

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- Spend a bit more time on the word processing course - (jump start) if possible, let them have 2 sessions

2. **Group Meetings/Liaison Person (Summer Sessions)**

   a. **For you, what were the strengths of these meetings?**

- They were good to keep the group informed on some of developments.
  They brought members of the group together

- Help to build feeling of oneness among group members!.

- – Got us together as a group. Built up the solidarity of the group which lasted to the end, whatever differences we had

- There were issues which the group easily resolved through the meetings with the liaison person e.g the computer literacy issue.
  He also helped in number ways -

- There was someone to talk to about immediate problems.

- In the initial stages it was important, but after the Summer II we had readjusted and we did not think it was necessary to have a full time liaison officer. This however may have increased the pressure on Howard and Deborah.

- – Foster Unity among the group
- – Detailed discussion possible

   b. **For you, what were the weaknesses?**

- In summer II they did constitute an obstruction because we were under excessive pressure (9 credits in 8 weeks!)

- Tended to isolate group from rest of student body.

c. **Did the liaison person fill your needs in communicating with the program?**

(5)YES **(2)NO** not well.

Why/Why not?

- I had to discuss many aspects with the condirector personally.
- Not much. He was not very conversant with the program.
- He met regularly with us to discuss various problems connected with to the program. He was always ready to help and listen to our views.
- Was always available when needed. Was also very pleasant.
- — Served ~~to~~ to communicate daily progress about the program to students
- Never failed to report our needs & bring back answers.

d. **What alternative suggestions can you make to us regarding effective communication of information and feedback between program staff and students?**

- — Students should be advised to select a representative among themselves that may communicate between the staff and ~~other~~ the rest of the students in ~~may~~ many occasions rather than holding frequent meetings.
- It should be direct rather than through a liaison officer.
- Very effective and efficient communication

- Keep it the way it was except make Sure that ~~the~~ After the students settle, they should be left on their own. It developes good rapport between staff and students when they communicate direction with any member of Staff.

3. Trip to NCSS Annual Meeting

a. For you, what were the strengths of the trip?

- – provided a break.
  – " opportunity to see other parts of U.S
  – Opened up contacts with other people
- 1. Discussing with fellow professionals from the U.S. and other countries
  2. The Africa Showcase enabled me to share knowledge about Africa & my country.
- Exposure to a big national convention. Opportunity to interact with diverse social studies educators and to learn more about their views — Lots of social studies materials.
- – Proper planing; Appropriate transportation for such a long journey.
  –
  Timely execution of the plans
- The sheer experience of meeting the scholars whose works I had read over the months. Travelling exites me too.
- 1. It was relaxing – away from the book pressure
  2. Very educative – we all leant alot about Social studies
  3. It enabled us to see another part of the U.S.
- 1) Meeting and rubbing shoulders with people whose materials or books I was using in this course.
  2) Presenting.

b. For you, what were the weaknesses of the trip?

- There was very little time to see Los Angeles. I would have loved to see Universal Studios and the city.

4. **Field Trips**

a. What 3 places or events in Indiana would you want future students to be sure and see?

- 1. Honey Creek
  2. Children's museum.
  3. Corner Prairie.
- Washington Trip
  Corner Prairie, Indianapolis — zoo, museum etc. Environmental week-end at camp Kern, Dayton, Ohio.
- The limestone quarry at Bedford.
  Corner Prairie
- – Corner Prairie,
  ~~Children Washington D.C~~.
  – Children's museum
  – The zoo (Indianapolis)
- (1) Harmony School.
  (2) Educational Conferences and workshops eg. Book adoptions
  (3) Honey Creek School.

b. What advice would you give us about field trips?

- – Field trips should be planned far ahead and all necessary arrangements eg. transport, money are made available in good time.
  – Field trips should be spread all over Indiana.
- Subject to funding, they should be more frequent.
- Leave it the way it was - When they are open, people can choose those trips they are interested in, and this gives the whole exercise alot of meaning.
- They should take part.
- There should be more adequate preparation for, and introduction to the trip.

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5. **Enrichment Trip To Washington, D.C.**

a. **Was this trip worth taking?** (7) **YES** **NO**

Why/Why not?

- It gave the group an opportunity to meet, and discuss matters with the USIA Officials. It also enriched my cultural and civic experience
- I saw with my own eyes what I had alway read.
- It was ~~too~~ wonderful to meet the people that have worked so hard behind the scenes to make this program such a success.
- Mostly for interacting with those who fund our program & learning about U.S. government.
- – Students get to know individuals in the funding and sponsoring office. Further areas of assistance may come to light.
- A break from work
  Opportunity to see the most important places of U.S.

b. **Was Spring Break a good time to take this trip? If there is a better time, when would it be?**

- (4) Yes, the spring break was a good time for the trip.
- None, since there is no time.
- Spring break was the right time because students of that time are already used to the weather conditions of the U.S. Their academic worth can be predicted at that time based reports of the previous Semesters.
- Yes, unless the program is set or is extend from 12 to 18 months.

6. **Host Families**

a. **Did this arrangement work for you?** **YES** (3) **NO** (4)

Why/Why not?

- The family was very caring: I felt at home in the family
- — It helps students to know other people in addition to their professors.
  — It will helps students understand more about American life style.
- My host family were very enthusiastic to make us feel at home; they took us out often to dine and see places.
- I met my host family only once!
- I did not meet the family, which was either the fault of the International Center of the family.
- The family I was assigned to never contacted me. I however made friends around with families that served the same purpose. I had a wonderful time with them
- The host family ony

b. **Do you have any suggestions for improving this experience?**

- Some members of the National Association for coloured people would like to host African students
- The International Students service should follow up the students/family relationship.
- The International Center should monitor it more closely.

- — Student should be advised on kinds of families they are likely to meet e.g. Professor, Teachers, ~~retir~~ retired officers (not many)
- It would be fun to know you host family early enough in the program instead of waiting half-way into the program when the work pressure is beginning to mount.

7. **Group Photograph**

Should we continue this practice? **YES** (7) **NO**

Why/Why not?

- Keep memories about the Program alive.
- Good to keep good memories of ASSP
- — It should be a way remembering all the candidates because some students might not have photographs of other members.
  — I may suggest that a label be put at the back of picture with names ~~of~~ of the people on the picture and their countries
- A very happy reminder of our time together. Will be shown to my grandchildren God willing!

8. **T-Shirts**

Should we continue this practice? **YES**(7) **NO**

Why/Why not?

- — As a final Sevenier from the program.
- Another reminder and a welcome one.
- To promote the social studies in Africa as well as to promote cooperation among social studies educators.

- when we wear them, ~~we~~ They remind us of the program. We also can discuss Social Studies with people who ~~we~~ want to find out what ASSP stands for.
- But the X large sizes were a big disappointment. I can never wear my X over-size T-shirt; I look ridiculous in it.

9. Graduation Banquet

a. What did you like about the graduation banquet?

- It allowed us to reminesce over the year, and to ~~have~~ share views with other people
- The speeches and attendance by a variety of people, though I would have been happier with some more of those who taught us.
- It was a befitting ceremony for the group, ~~on~~ faculty and others who interacted with the group
- 1. The speeches and the general jovial mood everyone was in.
  2. The people
  3. The food
- The audience and the fact that ASSP cared to congratulate us.
- — The arrangements whereby all those that contributed to the success of the program are brought together in the final minute
- The speeches
  The music & room decorations

b. What did you not like?

- (3) Nothing.

c. What suggestions can you make to improve it?

- Keep it that small and simple

talks and votes of

- – Students be allow to give individual thank for 3 minute.
- It was fine the way it was.

G. . .AND FINALLY. . .

What specific advice would you give future ASSP participants? (Be as brief or as lengthy as you wish. If you need more room, write on the back of this page and remember to number your comments.)

Dear Future ASSP Participant:

1.
2.
3.
4.

1. Work hard as soon as you arrive. Never leave what can be done today for tommorrow
2. Take care of yourself. Your health is very important for your success.
3. Work together as a group as much as possible but be responsible for for your own actions and studies.
4. Learn to use the Word Perfect technology. It will save you time and money.

1. AS international Students, they should be prepare for hard weather of Bloomington, therefore. they should take all advices given them on weather situations.
2. If their program is to be Completed in one year, they should work hard to improve on the standard already established

3. They should be careful with mail purchase ~~It~~ because it is simple but delicate. Please, plan your finances very well to cater for your return home after completion. Never Rely on money you anticipate to be sent from your home countries. Such money may never arrive.

4. Try to make some contribution in the class. Talk, even if you doubt your facts, it will definitely lead you somewhere further than where you were. "Work without play makes Jack a dull boy" therefore, make available some time to play.

● 1. Make full use of the technological support facilities at IU

2. Avoid incopletes in your courses. If you should take any, finish the work within the first two weeks of the following semester.

3. Don't accumulate too many items with the illusion that you will take them home. There are disappointing luggage restrictions and packing can be a nightmare if you are overstocked

4. Acquire computer skills; it may be your only chance in a life time. Use the ACCESS services or take the A200 computer literacy course.

● 1.

Plan your Shopping
Don't Shop on the impulse

2.

Eat well.

3.

Sleep well.

4.

make Friends and discuss your problems with them.

- 1. Work hard from the word go. Don't leave work/assignments until the last minute.

  2. A lot of rest and sleep are important tonics

  3. Do not hesitate to seek help from the many ~~bet~~ professors. They are more than ready and willing to help.

- 1. Work hard and make use of all available help and resources e.g. computers, library, ERIC Silver Platter

  2. As a representative of Africa and your country, see that you carry yourself well.

3. Cooperate with those in the program and with all the persons you will come across.

4. Be diligent in all you do. Do not allow yourself to be swayed by others.

Do not allow the workload to accumulate if you can avoid it.

Best wishes and good luck!

Sincerely,

An ASSP-2 Graduate